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ABSTRACT

The selected bibliography of research on emotionally disturbed children contains approximately 95 abstracts and associated indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of November, 1973. Abstracts are chosen using the criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (three order blanks are provided), and how to order "Exceptional Child Education Abstracts" (an order blank is provided), in which the abstracts are originally published. Also, front information includes a list of terms searched to compile the bibliography and a list of journals from which articles are abstracted for the bibliography. Publication dates of documents abstracted range from 1960 to 1973. (MC)

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EMOTIONALLY DISTURBED–RESEARCH

A Selective Bibliography

November, 1973

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 618

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

EC 060 817

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

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Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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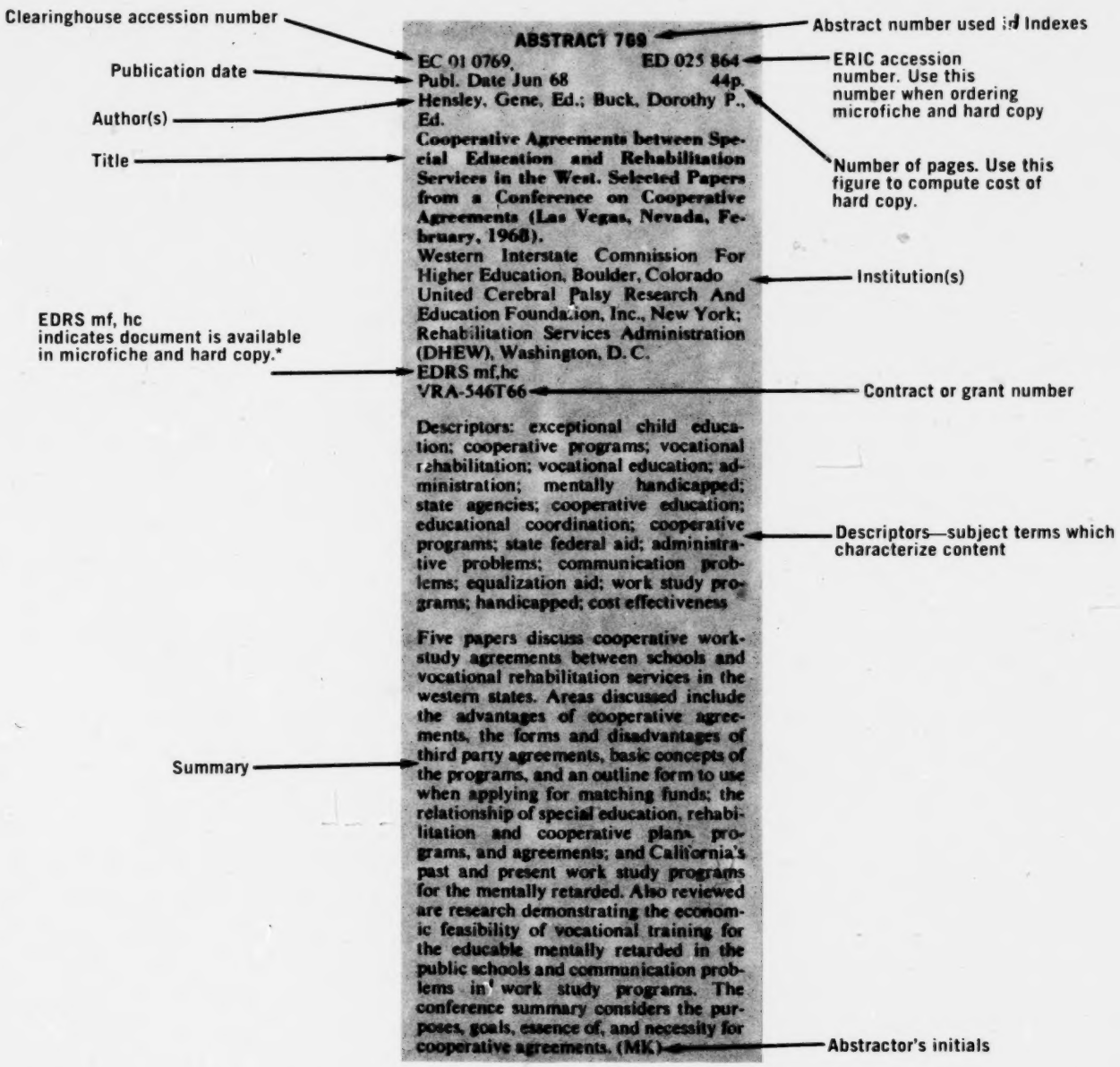
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Contract or grant number
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characterize content
Abstractor's initials
ABSTRACT 769
EC 01 0769. ED 025 864
Publ. Date Jun 68 44p.
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc
VRA-546T66
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Emotionally Disturbed-Research* from the Center's computer file of abstracts are listed alphabetically below:

Autism
Emotionally Disturbed
Hyperactivity

JOURNALS USED

Abstracts of journal articles from the following periodicals appear in this bibliography:

American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, N.Y. 12210

Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091

Journal of Psychology, 2 Commercial Street, Provincetown, Mass. 02657

Journal of School Psychology, 51 Riverside Avenue, Westport, Conn. 06880

Journal of Special Education, 3515 Woodhaven Road, Philadelphia, Pa. 19154

TEACHING Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts,* Volumes I-V, No. 1.

ABSTRACTS

ABSTRACT 11692

EC 01 1692 ED 030 247
Publ. Date 15 Sep 68 462p.
Ferster, C. B.
Treatment and Education of Autistic Children; Combined Application of Clinical and Laboratory Methods. Final Report.
Institute for Behavioral Research, Silver Spring, Maryland
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-32-30-7515-5024
BR-5-0402

Descriptors: exceptional child research; autism; emotionally disturbed; operant conditioning; residential schools; reinforcement; behavior change; student evaluation; training techniques; therapeutic environment; case studies (education); early childhood; teaching methods; environmental influences; clinical diagnosis; staff improvement; programed instruction; professional education; inservice education

The report describes a 3-year project which utilized the techniques of experimental psychology and the principles of operant conditioning to gain in the understanding and treatment of autistic and schizophrenic children. Included are discussions of the autistic child, the project itself, arbitrary and natural reinforcement, the setting and therapeutic procedures, and training procedures and materials used in the clinical training program for staff. Courses in teaching principles of reinforcement and in principles of behavior, both by Fred S. Keller, are provided. The classification and description of the autistic child's behavior are considered; and a clinical, experimental, and behavioral description of a single child is provided. School room experiments are considered, and a clinical description is given of the population included in the study along with an evaluation of the changes in the children in the program. (JD)

ABSTRACT 20672

EC 02 0672 ED N.A.
Publ. Date Jan 66 9p.
Whelan, Richard F.; Haring, Norris G.
Modification and Maintenance of Behavior through Systematic Application of Consequences.
EDRS not available
Exceptional Children; V32 N5 P281-9 Jan 1966

Descriptors: exceptional child research; emotionally disturbed; reinforcement; teaching methods; behavior change; behavioral science research; teacher behavior; behavior development; educational innovation; research reviews (publications); learning theories; positive reinforcement; reinforcers

Behavioral modification techniques which have been practically and efficiently applied with individuals and groups of children are reviewed. Research studies which demonstrate the use of these techniques and which may have implications for the classroom teacher are cited. The educational challenge of applying the research to regular and special class situations is developed with the disadvantages and dangers inherent in random, inconsistent application of the principles cited. (WW)

ABSTRACT 20673

EC 02 0673 ED N.A.
Publ. Date Jan 66 5p.
Quay, Herbert C. and Others
Personality Patterns of Pupils in Special Classes for the Emotionally Disturbed.
EDRS not available
Exceptional Children; V32 N5 P297-301 Jan 1966

Descriptors: exceptional child research; emotionally disturbed; behavior rating scales; factor structure; behavior problems; personality problems; behavior patterns; aggression; maladjustment

The study investigated the basic dimensions underlying deviant behavior traits in emotionally disturbed children. Four hundred forty-one children (80% boys; mean age 9.5 years) in geographically scattered public school classes for the emotionally disturbed were rated by their 60 teachers on a checklist of problem behaviors. Factor analysis of the intercorrelations of the behaviors indicated that 76% of the variance could be accounted for by the following independent factors: aggressive, hostile, and contentious behavior (sometimes labeled conduct disorder, unsocialized aggression, or psychopathy); anxious, withdrawn, introvertive behavior (personality problem or neuroticism); and preoccupation, lack of interest, daydreaming and passivity (inadequacy-immaturity or autism). The results indicated clearly that the behavior problems of children in special classes for the emotionally disturbed could be understood within the three dimensional framework, which was identified also in studies of ratings of problem behavior with other groups of children. Results also suggested that differential programs may be necessary for emotionally disturbed children with differing behavior characteristics. (LE)

ABSTRACT 20838

EC 02 0838 ED 032 706
Publ. Date Oct 68 76p.
Graubard, Paul S.
An Investigation of Reading Correlates of Emotionally Disturbed and Socially Maladjusted Children: The Relevance of a Classification Scheme to Educational Characteristics.
Yeshiva University, New York, New York
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-1-6-062542-1589
BR-6-2542

Descriptors: exceptional child research; emotionally disturbed; behavior; reading; intelligence; behavior patterns; reading achievement; psycholinguistics; behavior rating scales; student evaluation; testing; teacher attitudes; intelligence factors

To ascertain whether subjects with similar behavior profiles also showed similar psychoeducational problems, 108 emotionally disturbed boys (aged 9 to 14 years) were studied. Teachers rated the behavior of children in their classes using the Quay Behavior Problem Checklist; subjects were also given achievement and intelligence tests. Seven subgroups were found as were some educationally relevant variables associated with behavior clusters. Groups differed to some extent with respect to IQ and associated factors; no differences were found in terms of psychometric characteristics. Indications were that grossly different curricula would not be necessary, and that the overlap between behavioral characteristics and learning characteristics was not great. When compared with normals the disturbed groups showed distinctive differences; no group, however, was retarded in reading relative to mental age, but the majority of teachers perceived subjects to be achieving far below what psychometric instruments showed. (RJ)

ABSTRACT 21192

EC 02 1192 ED 026 683
Publ. Date Dec 68 72p.
Patterson, Gerald R. and Others
Direct Intervention in Families of Deviant Children.
Oregon Research Institute, Eugene; Oregon University, Eugene
EDRS mf,hc

Descriptors: exceptional child research; behavior change; behavior development; behavior problems; change agents; intervention; psychoeducational processes; reinforcement; social environment; social influences; socially deviant behavior; teaching methods; emotionally disturbed

It is assumed here that the most effective way of reducing the rate of deviant child behavior is to alter the reinforcing contingencies supplied by the social agents who live with the child. The immediate focus for the intervention program is upon the social environment in which the child lives, because it is the parents, siblings, peers, and teachers who provide the reinforcers which maintain these behaviors. Data are presented in this report from observations made for six children demonstrating the effect of direct intervention in the home and in the

school. The sample consisted of boys aged 4 to 12 with multiple problems of the kind typically referred for outpatient treatment. Observations made during baseline, intervention, and follow-up underline the feasibility of training parents, siblings, peers, and teachers to alter the behavior of the identified deviant child. (BP)

ABSTRACT 21195

EC 02 1195 ED 026 670
Publ. Date (68) 44p.
Back, Audrey
Pupil Discovery Training. The Application of Filial Therapy to the Teacher Student Relationship.
Sayreville Public Schools, New Jersey
EDRS mf,hc

Descriptors: exceptional child research; counseling services; counseling theories; elementary school counseling; emotionally disturbed; inservice education; parent participation; play therapy; teacher participation; therapeutic environment

Filial therapy is the process of training parents in the ideas and techniques of play therapy, so that they can continue therapy at home. Extending the same idea to the school would reach less severely disturbed children who might not otherwise receive therapy, and would expand the therapeutic community to reach many more children. Teachers, as therapists, would work preventatively, feel better equipped to discuss problems with parents, and probably benefit in overall classroom technique from the training. The 11 teachers from the Jesse Selover Elementary School in Sayreville, New Jersey, were trained in filial therapy techniques and worked with withdrawn pupils from their own classes, grades kindergarten through 5. Each teacher met with the experimental pupils 45 minutes once a week for 17 weeks, and met once a week in group discussion. Significant differences were found between experimental and control groups, the experimental reaching regular classroom average in social behavior. (BP)

ABSTRACT 21198

EC 02 1198 ED 026 292
Publ. Date (66) 93p.
Edelmann, Anne M.
A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes.
Mental Health Association of Southeast Pennsylvania, Philadelphia;
Philadelphia Public Schools, Pennsylvania
Mental Health Association of Southeast Pennsylvania, Philadelphia;
Philadelphia Public Schools, Pennsylvania;
Samuel S. Fels Fund, Philadelphia, Pennsylvania
EDRS mf,hc

Descriptors: exceptional child research; behavior change; change agents; changing attitudes; consultation programs; educational experiments; emotionally disturbed; mental health programs; pilot projects; questionnaires; regular class placement; socially maladjusted; teacher education; disadvantaged youth; Pennsylvania; Philadelphia Public School System

A pilot study exploring the use of mental health consultants to teachers of socially and emotionally maladjusted pupils in regular classes was conducted to help teachers cope with these children and facilitate successful learning experiences for them, enable teachers to be more effective with all children, understand effects of curriculum and teaching methods on children, and develop further methods for understanding and teaching both the advantaged and the disadvantaged. Advantaged and disadvantaged schools were selected; one of each was a control school while the other six were experimental schools. Involved were 59 teachers and over 2,000 children. Six mental health consultants, assigned one to each experimental school, met with the same group of teachers weekly and were available for individual conferences. Pre- and postquestionnaires were administered to every teacher and child in the eight schools. Each consultant kept a log of the 15 weekly sessions, consultations, and classroom visits. Results indicated that in the control schools, where there were no consultants, only negative behavioral and attitudinal changes occurred, and that to the extent that consultants and teachers together clearly defined the goals of their meetings, there were positive changes in teacher and student behavior. Included are 26 recommendations and the questionnaires used. (Author/SG)

ABSTRACT 21491

EC 02 1491 ED 034 369
Publ. Date Jun 69 348p.
Brill, Richard G. and Others
Pilot Program with Seriously Emotionally Disturbed Deaf Children. Final Report.
California School for the Deaf, Riverside

Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-4-7-062422-0208

Descriptors: exceptional child research; aurally handicapped; emotionally disturbed; case studies (education); behavior change; parent attitudes; reading achievement; arithmetic; parent counseling; program evaluation; reinforcement; student evaluation; clinical diagnosis; adjustment (to environment)

To modify behavior and teach basic skills and subject matter, 16 emotionally disturbed deaf boys were involved in a pilot project to enable them to return to regular classes. The program featured a small staff-pupil ratio, application of behavior modification techniques, engineered instruction, individualized self-instructional curriculum materials, coordinated classroom and dormitory activities, manual communication, and parent education. Results showed that changes in class conduct and self-control were significant; reading skills showed good improvement; significant gains were made in arithmetic; interpersonal rapport improved among the boys and also with adults; and parents were enthusiastic about changes in their children. One of the 16 boys is deceased, one returned to a psychiatric hospital, and eight of the remaining 14 became successful participants in regular classes for the deaf. Extensive appendixes, tables, lists of figures pertaining to the project results, and case studies are included. (Author/JM)

ABSTRACT 21495

EC 02 1495 ED 034 373
Publ. Date Aug 69 71p.
Ashcroft, Carolyn W.
School Achievement of the Emotionally Handicapped Child Following Clinic Treatment.
George Peabody College for Teachers, Nashville, Tennessee
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-32-52-0120-5026

Descriptors: exceptional child research; emotionally disturbed; evaluation; parent counseling; psychotherapy; counseling effectiveness; parent attitudes; maladjustment; rating scales parent attitudes; maladjustment; rating scales

A series of three studies of emotionally disturbed children had, as objectives, to discover the effectiveness of clinical treatment on academic achievement and self concept and to determine if children of parents who also received counseling show more improvement than those whose parents did not. The control (C) group consisted of children who did not receive treatment, although it was recommended; the experimental (E) group consisted of those treated. The results indicated that over a 5-year period there was no significant difference in academic achievement with neither group catching up to normal peers. The E group did better immediately after treatment and then tapered off, indicating that treatment might be more helpful if continued. A second finding was that the earlier the treatment, the more improvement shown. The second study indicated that the C group had a higher sense of physical self concept and identity. It was suggested that the E group became introspective and honest with themselves during treatment, but its cessation left them without the means to utilize these characteristics for personal strength. The parental consistency study was inconclusive. Graphs and tables of results are included. (JM)

ABSTRACT 22002

EC 02 2002 ED 036 015
Publ. Date 68 27p.
Novak, Arthur L.; Van Der Veen, Ferdinand
Family Concepts and Emotional Disturbance in the Families of Disturbed Adolescents with Normal Siblings.
Institute for Juvenile Research, Chicago, Illinois
Illinois State Department of Mental

Health, Chicago
EDRS mf,hc
RR-V5-N3
Research Program in Child Development, 232 East Ohio Street, Chicago, Illinois 60611.
Based on A Paper Presented at the 1968 Annual Convention of the American Psychological Association.

Descriptors: exceptional child research; emotionally disturbed; adjustment (to environment); family environment; perception; family relationship; parent attitudes; family attitudes

To investigate the hypothesis that the degree of disturbance shown by a child is a function of his perception of family adjustment, two groups of 13 families each were studied. Subjects were adolescent patients, normal siblings, parents, and a normal control group of adolescents and parents. Perceptions of the family and ideal family were obtained on the Family Concept Q Sort. Patients were significantly lower than their siblings on perceived family adjus.ment and satisfaction while normal siblings did not differ significantly from normal controls. Parents of patients scored lower than parents of normal controls. Clinic parents both saw the family as unrelaxed; they perceived involvement and sociability but not an effective or interpersonally satisfying social unit. (Author/RJ)

ABSTRACT 23248

EC 02 3248 ED 011 121
Publ. Date Nov 66 21p.
Friedman, Simon B.; Soloff, Asher
A Vocational Development Program for Emotionally Disturbed Adolescents.
Jewish Vocational Services and Employment Center, Chicago, Illinois
EDRS mf,hc
VRA-RDO1216-P
Paper Presented at the Association of Rehabilitation Centers Conference (Philadelphia, Nov. 30, 1966).

Descriptors: exceptional child research; vocational education; emotionally disturbed; residential centers; vocational development; staff role; adolescents; counselors; vocational counseling, behavior development; work experience programs; interagency coordination; experimental programs; demonstration programs

A vocational development program provided 4 years of service for emotionally disturbed adolescents who were attending school and living in residential treatment centers. The program consisted of a rehabilitation workshop, concomitant vocational counseling, and group vocational orientation services. In addition, individual programing presented the youngsters with increasingly difficult vocational situations. Close coordination between the vocational services and the therapeutic plan of treatment in the residential centers was emphasized. To test the hypothesis that work-focused vocational programing may be more effective if begun in early adolescence, an experimental group, aged 14 to 15, and a control group, aged 16 to 18, were chosen. Evaluation of the programs is to be made by comparing the two groups on the measures administered during the program and vocational performance of the trainees in the community after completing the programs. Elements which should be incorporated into a vocational rehabilitation program are identified and described. (PS)

ABSTRACT 23546

EC 02 3546 ED 042 279
Publ. Date Mar 70 25p.
Duncan, Ann Dell
Behavior Rates of Exceptional Children.
Yeshiva University, New York, New York, Department of Special Education
EDRS mf,hc
Paper Presented at the American Educational Research Association (Minneapolis, Minnesota, March, 1970).

Descriptors: exceptional child research; classification; handicapped children; behavior rating scales; educational diagnosis; mentally handicapped; emotionally disturbed; minimally brain injured; learning disabilities; identification; measurement techniques

The paper discusses the effects of labels on exceptional children,and the benefits of tracking individual or class behaviors instead of mere labels. To determine the sensitivity of behavior rate in planning remedial action, 97 children (mentally retarded, emotionally disturbed, regular, learning disabled, and brain damaged) were rated on five behaviors (tapping, walking, reading, answering, and counting). The results indicate that behavior rates from all categories overlapped, rates of regular children were significantly faster than the retarded but no different from the other categories, and there were no significant differences between the four exceptionalities. Conclusions are that there may have been too varied collection procedures, the behaviors rated were not sensitive to the differences in the children, or the children may have been mislabeled. In the future, labels must become much more individualized. (JM)

ABSTRACT 23570

EC 02 3570 ED 042 303
Publ. Date (70) 26p.
Lasher, Miriam G. and Others
Influences on Teaching Style in Work with Disturbed Preschoolers.
Tufts University, Medford, Massachusetts
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc
Paper Presented at the American Orthopsychiatric Association Annual Meeting (San Francisco, California, March 25, 1970).

Descriptors: exceptional child research; emotionally disturbed; preschool teachers; classroom observation techniques; team teaching; student teachers; teaching methods

Teaching styles of five teacher trainees and one experienced teacher were observed. Teachers worked in pairs with groups of four to five disturbed preschool children. Six 10-minute observations of each teacher were made during the year by direct observation and video tape recording. Observed actions and verbalizations of teachers and children were coded. Concerning activity level of teachers, results showed intragroup consistency and great inter-group variability. Only one teacher showed a systematic change over time. Concerning amount of teacher attention to individual children, results showed teachers tend to give attention to disruptive children and to children whose homes they visit. Only the experienced teacher showed a dominant and enduring teaching style. (MS)

ABSTRACT 30021

EC 03 0021 ED 043 147
Publ. Date Oct 68 66p.
Kessler, H. E.
The Feasibility of Using a Buddy System to Assimilate Handicapped Children Back into the Regular Classroom.
Brainerd Public Schools, Minnesota
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; socially maladjusted; social adjustment; interpersonal competence; childhood friendship; social relations

Selected normal children were paired in a buddy relationship with emotionally disturbed or socially maladjusted children (termed emotionally handicapped) from a special class during a summer outdoor, eight-week nature study program. Purposes were to facilitate social interaction and improve the social relationships of the emotionally handicapped children. Social techniques used are described, as are the devices and techniques used to evaluate the program, which included a social preference scale, structured interviews of children, parents, and staff, and an advisory board of research specialists. The program was reported effective in establishing compatible social relationships between the buddies and the handicapped while under staff supervision (but not in free play), and developing socially acceptable behavior by the handicapped children for longer periods of time and the ability to accommodate to group activities for short periods of time. It was concluded that children aged six to nine years cannot accept the emotionally handicapped as friends but can enjoy such learning programs and be good models of behavior. (KW)

ABSTRACT 30161

EC 03 0161 ED 043 179
Publ. Date Jul 70 19p.
Ora, John P.
Regional Intervention Project for Pre - schoolers and Parents. Final Report.
George Peabody College for Teachers, Nashville, Tennessee
EDRS mf,hc
OEG-0-9-520320-4535(619)

Descriptors: exceptional child research; emotionally disturbed; preschool programs; parent participation; preschool children; parent education; regional programs; intervention; program descriptions; program planning; Tennessee

During the planning year, services were provided to 40 children and their families who could not be handled elsewhere. Children were considered high risk due to behavior disorders. Services included a preschool class, parent participation, placement and support services with followup, and supplementary services. The program was served by consultants and an advisory council in addition to the staff. Continuous planning included dissemination of information on successes, analyzing problem areas, determining priorities, extending services, and evaluating the project. The project has been observed by students and other visitors, and a number of papers on the project have been presented. Staff personnel were involved in various inservice training activities. The principle method of evaluation was the measurement of child progress in behavioral terms. Future plans include replications, widening the referral base, inservice training for interested professionals, and further demonstration activities. (MS)

ABSTRACT 30664

EC 03 0664 ED N.A.
Publ. Date 60 220p.
Lichtenberg, Philip and Others
Motivation for Child Psychiatry Treatment.
EDRS not available
Russell and Russell, 122 East 42nd Street, New York, New York 10017 ($5.00).

Descriptors: exceptional child research; emotionally disturbed; motivation; family counseling; psychiatry; family (sociological unit); family environment; family attitudes; parent child relationship; family problems

Thirty families underwent intensive investigation in order to determine the influence of the family unit on the motivation for treatment at a child psychiatry clinic. Information was collected through interviews, psychological tests and questionnaires, and conferences with other therapists connected with the cases. Analyses of people whom the families contacted, of family ideas and actions around the problem, of parent-child relations during the child's development, of the families' perception of the social consequences of attending a child psychiatry clinic, and of family reference group behavior were made. The common components of all the areas were found to consist of goal striving and social interdependence in goal striving. The conclusion was reached that effective motivation involved the integration of the need for help and all other family needs. (CD)

ABSTRACT 30856

EC 03 0856 ED N.A.
Publ. Date Dec 70 2p.
McKinnon, Archie J.
Parent and Pupil Perceptions of Special Classes for Emotionally Disturbed Children.
EDRS not available
Exceptional Children: V37 N4 P302-3 Dec 1970

Descriptors: exceptional child research; emotionally disturbed; special classes; parent attitudes; student attitudes

Eighty-eight children who had been in special classes for the emotionally disturbed and their parents were interviewed an average of 3 years after termination of special class attendance. Both parents and students tended to view the classes positively, mentioning the extra help received with both behavior and academic problems. (RJ)

ABSTRACT 31009

EC 03 1009 ED 046 139
Publ. Date Aug 70 75p.
Garfunkel, Frank
Development of a Setting and an Attitude: Disturbance in Head Start.
Boston University, Massachusetts, Head Start Evaluation and Research Center
Office of Economic Opportunity, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; emotionally disturbed; environmental influences; program attitudes; administrator attitudes; bias; research design; administrator role; attitudes; community role; behavior patterns; preschool children; program effectiveness; clinics; Head Start

Presented is the final report of the South End Project of the Boston University Head Start Evaluation and Research Center. In a Head Start community a setting was created to study and service preschool children with emotional and social disturbances from low income homes. During the 3-year project, 112 children were seen, families interviewed, referrals made, special programs developed, and follow-ups initiated. Attention was especially paid to the language used to describe disturbed behavior, the use of alternatives as educational-treatment devices to involve parents and community, the roles of professionals and other workers, and the use of behavioral variation as a conceptual vehicle for facilitating understanding of disturbance. Evidence was presented to support the argument that disturbance has to be studied in particular settings (either created or chosen), and that the findings will be a function of that setting. It is emphasized that, because lower income settings are particularly foreign to middle class researchers, they are very susceptible to bias, and that only after setting-specific connections have been made and understood can generalization be possible. One is warned to be wary of generalizing a problem when it is simply a manifestation of a particular setting. (Author/KW)

ABSTRACT 31108

EC 03 1108 ED N.A.
Publ. Date 70 382p.
Kugelmass, I. Newton
The Autistic Child.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($16.50).

Descriptors: exceptional child research; emotionally disturbed; autism; behavior patterns; child psychology; psychological evaluation; evaluation methods; neurological defects; evaluation criteria; behavior theories; therapy; idiot savants

The text examines childhood autism with the stated purpose of integrating the newer knowledge of childhood autism as complete social aphasia with marked CNS disorganization. The physical, mental, and emotional behavior of the autistic child is described. Assessment of the autistic child is discussed in terms of physical, emotional, behavioral, mental, and language assessment. The assessment discussion also covers autist diagnosis, autist syndromes, and autist differential diagnosis, stating the criteria of various disturbances. The phenomenology of childhood autism is covered in detail. The analysis of pseudogenius in autistic children (idiot-savants) includes interpretation of some representative cases. Neurophysiologic, psychogenic, and biochemical theories as explanations of the mechanism of autism are explored. The discussion of clinical management summarizes home, nursery, school, hospital, and preventive therapy, and the prognostic spectrum. (KW)

ABSTRACT 31113

EC 03 1113 ED N.A.
Publ. Date Nov 70 341p.
Buxbaum, Edith
Troubled Children in a Troubled World.
EDRS not available
International Universities Press, 239 Park Avenue South, New York, New York 10003 ($10.00).

Descriptors: exceptional child research; emotionally disturbed; child development; psychotherapy; self concept; case studies; aggression; group behavior; educational objectives; Kibbutz children

Comprised of a collection of papers, the text represents the author's experiences and development in the areas of analysis and education. The papers in the first part deals with problems of psychosexual development, separation and identity, aggression, ego functions, and related problems of technique. Part two is devoted to a number of case studies which the author feels offer more extensive clinical material to substantiate some of the problems discussed in the first part. The third part contains some ideas on education geared to the problems of today (group aggression and violence) as they appear in the ideas of the analytic observer and therapist. The final paper deals with the problems of kibbutz children (an experiment in education in a different society). (CD)

ABSTRACT 31256

EC 03 1256 ED 046 172
Publ. Date Sep 70 236p.
Vails, Lavolia W. and Others

ESEA Title III Special Education Projects: Fiscal Year 1970. Final Evaluation Report.
District of Columbia Public Schools, Washington, D. C.
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child research; handicapped children; educational programs; program evaluation; aphasia; rubella; trainable mentally handicapped; emotionally disturbed; multiply handicapped; deaf blind; mentally handicapped; District of Columbia; Elementary and Secondary Education Act Title III

Five experimental programs in the District of Columbia, which were implemented in 1968-69 and have served 116 handicapped children, are evaluated. The programs provided individualized instruction for aphasic, rubella, severely mentally retarded, seriously emotionally handicapped, and multiply handicapped children. A summary and a consultant's detailed evaluation of each program are included. The extent to which programs met their objectives, strengths and weaknesses, successes and failures are examined, and recommendations offered. Descriptive statistical data is included. Programs concentrated upon the development of linguistic and conceptual ability for aphasics, behavior modification principles in the emotionally handicapped program, the training of adaptive behaviors for the mentally retarded, and comprehensive education for the multiply handicapped deaf and the rubella children. (KW)

ABSTRACT 31261

EC 03 1261 ED 042 210
Publ. Date Jun 70 76p.
Sinnett, E. Robert; Sachson, Angela D.
A Rehabilitation Living Unit in a University Dormitory Setting. Final Report.
Kansas State University, Manhattan
Social and Rehabilitation Service (DHEW), Washington, D. C., Research and Demonstration Grants
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; college students; rehabilitation programs; rehabilitation centers; dormitories; therapeutic environment

A rehabilitation living unit, founded on the halfway house and therapeutic community models, was established in a university residence hall to provide a resource for emotionally disturbed students who might otherwise require hospitalization or have to leave school. An initial baseline study indicated that a large number of scholastically able students dropped out of school each year because of emotional problems. Over a period of seven semesters 52 male and female clients were treated in a living unit on two corridors of a large university dormitory. Results indicated that severely emotionally disturbed students can be provided satisfactory care in a rehabilitation living unit in a regular university dormitory without remarkable stigma or high risk to themselves or others. Outcome measures for clients showed a decreased dropout rate, symptomatic improvement, and more favorable presentation of self to others as well as indications of increased personal comfort. (Author)

ABSTRACT 31274

EC 03 1274 ED 046 185
Publ. Date Jan 71 30p.
Bijou, Sidney W.
The Technology of Teaching Young Handicapped Children.
Illinois University, Champaign
EDRS mf,hc
Paper Presented at the First Symposium on Behavior Modification (Xalapa, Mexico, January, 1971).

Descriptors: exceptional child research; emotionally disturbed; behavior change; early childhood; teaching methods; socially maladjusted; technology; individualized instruction; research proposals

To fabricate a technology for teaching young school children with serious behavior problems, classroom materials, curriculum format, and teaching procedures were developed, and problems that evolve from the technology investigated. Two classrooms were architecturally designed to provide the basic needs of a special classroom and to facilitate observation of the children and data collection. The basis of the technology was individualized instruction. Research studies derived from the experiment were cited and implications of a technology of special teaching explored. (CD)

ABSTRACT 31358

EC 03 1358 ED N.A.
Publ. Date Jan 71 3p.
Kravetz, Richard J.; Forness, Steven R.
Out of the Classroom: The Special Classroom as a Desensitization Setting.
EDRS not available
Exceptional Children; V37 N5 P389-91 Jan 1971

Descriptors: exceptional child research; behavior change; emotionally disturbed; environmental influences; stimulus behavior; special classes; engineered classroom; desensitization

A program of desensitization within an engineered classroom was performed with a 6 year old withdrawn, emotionally disturbed boy. Twelve sessions were conducted focusing on the story of Paul Bunyan and controlled stimuli. Results were that at the end of 6 weeks, the boy made a communicative gesture and easily audible comments in an anxiety provoking situation. Aspects of desensitization as a behavior modification technique are explored. (RD)

ABSTRACT 31367

EC 03 1367 ED N.A.
Publ. Date Feb 71 6p.
Glavin, John P. and Others
Behavioral and Academic Gains of Conduct Problem Children in Different Classroom Settings.
EDRS not available
Exceptional Children; V37 N6 P441-6 Feb 1971

Descriptors; exceptional child research; emotionally disturbed; special classes; socially deviant behavior; behavior change; program descriptions; positive reinforcement; academic achievement

A 2 year research study was completed with conduct problem children who presented severe difficulties in the public school system and were placed in experimental special classrooms. In the first year (1967) the program emphasized the elimination of grossly deviant behaviors and the acquisition of attending behaviors as precursors for academic gain. Program emphasis was changed the second year (1968) to stress rewards for academic performance. Attractive reinforcers were attached to appropriate academic tasks in the context of a highly structured classroom program. A comparison of the academic and behavioral results of the 2 years is presented and discussed. (Author)

ABSTRACT 31393

EC 03 1393 ED 046 197
Publ. Date Aug 70 14p.
Bilsky, Linda
Evaluation of a Specialized Nursery School Program for Emotionally Disturbed Children. Interim Report.
Columbia University, New York, New York, Teachers College
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-2-7-070701-4249
BR-422001

Descriptors; exceptional child research; emotionally disturbed; preschool education; evaluation techniques; program evaluation; nursery schools; evaluation criteria; classroom observation techniques

The purpose of the study was to evaluate the usefulness of teacher rating and observational techniques in the evaluation of a preschool program for emotionally disturbed children. Eleven children (nine boys and two girls) participated in the project occurring within the preschool program during one academic year. Teacher ratings were felt to reveal that children enrolled in the program improved in overall functioning during the course of the year. Both teacher ratings and observational techniques were judged to reflect marked gains in social development of the children and were generally felt to be useful tools for evaluation of such a program. (Author/CD)

ABSTRACT 31405

EC 03 1405 ED N.A.
Publ. Date 71 500p.
Himwich, Harold E., Ed.
Biochemistry, Schizophrenias, and Affective Illnesses.
EDRS not available

Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($18.75).

Descriptors: exceptional child research; psychosis; emotionally disturbed; schizophrenia; medical research; biological influences; drug therapy; chemistry; biochemistry

The book offers a representative exposition of current research and hypotheses, written by men who are advocates of the hypotheses or contributors to the research, of the biochemistry of mental illness. Areas such as the forms of schizophrenia and their biological correlates; catecholamine metabolism and affective illness; steroid metabolism in schizophrenia, depression, and mania; and localization and neural control of brain monamines are researched and discussed. (CD)

ABSTRACT 31513

EC 03 1513 ED N.A.
Publ. Date 70 236p.
Wolman, Benjamin B.
Children Without Childhood.
EDRS not available
Grune and Stratton, Inc., 757 Third Avenue, New York, New York 10017 ($9.75).

Descriptors: exceptional child research; emotionally disturbed; schizophrenia; psychiatry; theories; etiology; neurotic children; psychotherapy; child psychology; psychotic children; parent child relationship; family influence

The book offers an over-all theory of childhood schizophrenia, organizing data into a coherent, hypothetical system and a set of therapeutic proposals. Based on theoretical and experimental studies and observations, a classification of family interactional patterns was developed, distinguishing the following three types of relationships: instrumental (the infant-mother relationship, where the child receives everything), mutual (as in sex and marriage relationships, where each person receives satisfaction and aims at gratifying the other's needs), and vectorial (mother-infant relationship, where the mother is willing to give everything). While a normal individual can act in a reasonably balanced way on all levels, the author's observations of patients led to the delineation of three pathological types--the psychopathic hyperinstrumental, the cyclic-depressive dysmutual, and the schizoid hypervectorial. This theory and classification of mental disorders, stated to be isomorphic to a somewhat modified psychoanalytic theory of personality, is the basic point of departure for the discussions of abnormal child-parent relationships and resultant schizophrenia. In addition to discussing the concept of schizophrenia, the author examines etiologic determinants, schizophrenia in early and later childhood and in adolescence, preschizophrenic neuroses, differential diagnosis, and psycho - therapy (KW)

ABSTRACT 31598

EC 03 1598 ED 047 456
Publ. Date 69 57p.
Doernberg, Nanette and Others
A Home Training Program for Young Mentally Ill Children.
League School for Seriously Disturbed Children, Brooklyn, New York
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; early childhood; parent education; parent child relationship; longitudinal studies; family (sociological unit); parent role; program descriptions; intervention

To develop a meaningful intervention for waiting list families and their preschool emotionally disturbed children, a home training program for the parent and child was initiated. The focus of the program was on productive cooperation between parents and professionals. During a period of 2 years, 45 families completed the program. The program consisted of individual instruction with a parent, and parent and professional group meetings on a regular basis. The researchers felt the program of direct approach to parents offered an effective, realistic approach to the very young emotionally disturbed child to whom traditional therapies were often unavailable. It was concluded that the approach improved the mental health of the family by strengthening the parents' self concept and enabling them to use themselves more productively as family members. (CD)

ABSTRACT 31926

EC 03 1926 ED 048 689
Publ. Date 69 115p.
Kestenbaum, Clarice and Others
Evaluation of a Therapeutic Nursery Group.
Hudson Guild Counseling Service, New York, New York
New York State Department of Mental Hygiene, Albany
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; preschool education; educational therapy; evaluation; nursery schools; program descriptions; evaluation methods

A therapeutic nursery group set up to provide emotionally and behaviorally disturbed preschool children with a group play therapy experience was evaluated. The first portion of the report is devoted to the project itself, involving four groups of 20 children each, while part two involves the evaluation. Out of the pool of 80 children, 20 participants were identified for the sample. The evaluation rested primarily on the implementation of a structured schema, an adaptation of the Symptom Checklist, and availability of clinical case records maintained by the consulting psychiatrist and the teachers. Data was noted to suggest that the children learned to cope better, to interact more appropriately with their environment, and to function at a higher cognitive level than previously had been the case. The therapeutic nursery group approach was felt to be particularly effective for those children whose emotional problems were not severe enough to preclude their involvement in a day care center, yet whose problems were such that maximum growth and development was likely to occur only if specialized therapeutic attention was made available. (CD)

ABSTRACT 32070

EC 03 2070 ED N.A.
Publ. Date 71 605p.
Howells, John G., Ed.
Modern Perspectives in Child Psychiatry.
EDRS not available
Brunner/Mazel, Inc., 80 East 11th Street, New York, New York 10003 ($20.00).

Descriptors: exceptional child research; emotionally disturbed; psychiatry; psychiatric services; psychotherapy; child psychology; research reviews (publications)

Experts in child psychiatry appraise and explain available knowledge in their particular field of expertise, each presenting what he regards as the important material in his field relevant to clinical practice. The growth of systematic investigation and experiment in the field of child psychiatry is reflected in Part 1, Scientific Basis of Child Psychiatry, in which chapters examine research methodology, the contribution of ethology to child psychiatry, genetical aspects, Piaget's theory, development of perception, application of learning theory to child psychiatry, exceptional children, normal child development and handicapped children, child psychopathology, and thinking, remembering, and imagining. Part 2 covers the following clinical subjects: organization of child psychiatric services, psychiatry of adolescents, psychosomatic services, psychiatry of adolescents, psychosomatic approach, speech disorders, accident-proneness, delinquency, suicidal attempts, psychiatric aspects of adoption, neuropsychiatry, childhood psychoses, etiology of mental retardation, in-patient psychiatric units, psychological tests, and child therapy in a case of anti-social behavior. (KW)

ABSTRACT 32168

EC 03 2168 ED 049 587
Publ. Date May 71 186p.
Looff, David H.
Appalachia's Children: The Challenge of Mental Health.
EDRS not available
University Press of Kentucky, Lafferty Hall, University of Kentucky, Lexington, Kentucky 40506 ($7.50).

Descriptors: exceptional child research; emotionally disturbed; family (sociological unit); disadvantaged groups; cultural factors; family influence; depressed areas (geographic); child rearing; mental health clinics; psychological characteristics; Appalachia

The analysis of the developmental experiences and resulting personality patterns of Southern Appalachian children is based upon fieldwork in psychiatric clinics in eastern Kentucky, where diagnostic evaluation and treatment were

provided for emotionally disturbed children. Observations on the mental health, or mental disorder, of the children are made concurrently with and in the light of observations on the ways in which eastern Kentucky families raise their children and on the kinds of adjustments to life that these children make. The historical, geographic, and socioeconomic characteristics of the region, in addition to characteristic family life styles and child rearing practices, are presented as the necessary context for understanding the children's mental health problems. Mental disorders are viewed largely as social phenomena and mental health or disorder is seen as firmly embedded in the social matrix. The study of family structure and interrelationships reveals three prominent themes influential in child development--emphasis on infancy of the children and family closeness, poor development of verbal skills, and the consideration of sexual maturation and functioning as a tabooed topic. Instances of emotional disturbance discussed are grouped accordingly: dependency themes, communication patterns, and psychosexual themes. (KW)

ABSTRACT 32425

EC 03 2425 ED 050 540
Publ. Date Dec 70 71p.
Hirshoren, Alfred and Others
A Survey of Public School Special Education Programs for Emotionally Disturbed Children.
Illinois University, Urbana. Department of Special Education
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; state programs; national surveys; state standards; statistical data; identification; incidence; class size; administrative policy

The survey examined the current status of special education programing for emotionally disturbed children as required, permitted, and/or prohibited by laws or regulations in each state, and as seen by the state directors of special education or their specialists in this area. These officials in each state completed questionnaires concerned with such parameters as definitions and terminology, prevalence, services available, caseload and class size, diagnosis and placement, administrative organization, and success of programs based on numbers of children returned to regular classes. Following a review of related research since 1960, the data, tabulated by region as well as for the entire country, are presented. Findings reveal that six different terms are used to classify emotionally disturbed children. Prevalence estimates varied from .05% to 15%; most states used an estimate of 2% for educational planning. Most often mentioned educational procedures were special classes, resource rooms, and homebound instruction, in that order. Model class size was 10 students, with the age range in the special class often limited to 3-5 years. Standards for case loads varied considerably. Estimates of children' returned to regular classes ranged from 5% to over 90%. The key issue appeared to be that of definition. (KW)

ABSTRACT 32480

EC 03 2480 ED N.A.
Publ. Date 71 340p.
Churchill, Don W., Ed. and Others
Infantile Autism: Proceedings of the Indiana University Colloquium.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($15.50).

Descriptors: exceptional child research; emotionally disturbed; autism; classification; behavior change; therapy; clinical diagnosis; psychophysiology; conference reports

Presented are the proceedings of the Indiana University Colloquium on Infantile Autism covering widely diversified clinical and laboratory investigations. The papers in Part 1 are devoted to the description and classification of infantile autism, and present three empirical approaches to the problem of classification. Part 2, dealing with developmental and therapeutic aspects, covers the development of a behavioral treatment program for psychotic children, a psychoanalytic view of infantile autism and its treatment, the differential effects of behavior modification in four mute autistic boys, and a discussion of treatment approaches. Part 3 focuses upon biological aspects and includes reports of psychobiological and neurophysiological research. The final section contains an analysis of progress in research into infantile autism. Included are the responses of formal discussants and of other participants to each group of papers. (KW)

ABSTRACT 32703

EC 03 2703 ED N.A.
Publ. Date 71 9p.
Schever, Arnold L.
The Relationship Between Personal Attributes and Effectiveness in Teachers of the Emotionally Disturbed.
EDRS not available
Exceptional Children: V37 N10 P723-31 Sum 1971

Descriptors: exceptional child research; emotionally disturbed; teacher characteristics; effective teaching; student teacher relationship; teacher attitudes

Assuming that effective teachers of the disturbed and maladjusted possess the same characteristics as effective therapists, a research project investigated the relationship between personality attributes and effectiveness in teachers in this area. The Teacher-Pupil Relationship Inventory (TPRI) was used to measure the personality variables of empathic understanding, congruence, level of regard, and unconditionality of regard. A significant gain in academic achievement level was found in those pupils who saw their teachers as possessing a high degree of these attributes. (Author)

ABSTRACT 32890

EC 03 2890 ED 053 511
Publ. Date 71 39p.
Hawkins, Robert P.
The School Adjustment Program: Individualized Intervention for Children with Behavior Disorders.
Kalamazoo Valley Intermediate School District, Michigan
EDRS mf,hc
Paper Presented at the Annual Kansas Symposium on Behavior Analysis in Education (2nd, Lawrence, Kansas, May, 1971).

Descriptors: exceptional child research; emotionally disturbed; behavior change; program descriptions; reinforcement; teacher role; School Adjustment Program

A School Adjustment Program (SAP) which began in 1966 is the focus of a paper which describes the program (now serving emotionally disturbed children from ages 5 to 15 in six classrooms) and compares it to the program used by Hewitt. The behavior modification procedures and individualized programing used in the classes are discussed. Research conducted with a 13-year old girl who showed a decline in reading performance is reported. In order to eliminate her bizarre answers to oral comprehension questions, the teacher and an aide implemented a series of different reaction patterns involving the amount of attention paid to right and wrong answers. Results showed that the longer the amount of attention paid, the more the frequency of the response increased (i.e., lots of attention paid to right answers, short attention to wrong resulted in a low proportion of errors and vice versa). A combination of long attention and praise for correct answers and short attention for incorrect ones produced the lowest percent of error. Caution in dispensing attention is suggested. (RJ)

ABSTRACT 33010

EC 03 3010 ED N.A.
Publ. Date 71 219p.
Kahan, V. L.
Mental Illness in Childhood: A Study of Residential Treatment.
EDRS not available
J. B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105 ($10.00).

Descriptors: exceptional child research; emotionally disturbed; psychotic children; discipline problems; institutionalized (persons); psychotherapy; affection; psychological needs; behavior patterns; case studies

A research study of 71 psychotic and severely emotionally disturbed children (age range 3 1/2 to 14 years) treated at the West Stoweli House, England, inpatient unit from 1959 to 1965 was presented. The children, previously unresponsive to institutional psychiatric treatment, were divided into four diagnostic categories: psychosis without organic subnormality or severe subnormality, psychosis with severe subnormality, severe emotional disturbance with subnormality, and conduct disorders. The children were drug free in order that they

would present clearer behavioral patterns and responses to nurturing and caring. The residential environmental care with family-based, domestic living units consisted of child-centered intensive care, regressed nurtural care, and long-continuing individual psychotherapy, with emphasis on staff acceptance of regression and hostility, manifest good will, and gradual development of control as the child became aware o the need for it. Aspects of emotional disturbances, influence of family background, scope of parental participation in treatment, problems encountered in placing children after discharge from unit, and 16 case studies were discussed. Cases were assessed on an eight point prognostic scale of diminishing social viability. Results of the residential treatment suggested that psychosis in which rejection, anxiety, or excessive reactivity are major elements has a fair chance of responding to the warm, personal treatment in which nurturing is available explicitly and implicitly. (CB)

ABSTRACT 33027

EC 03 3027 ED 053 523
Publ. Date Oct 70 113p.
Quay, Herbert C.; Glavin, John P.
The Education of Behaviorally Disordered Children in the Public School Setting. Interim Report.
Temple University, Philadelphia, Pennsylvania
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-3-6-062063-1559(032)
BR-6-2063

Descriptors: exceptional child research; emotionally disturbed; behavior change; cost effectiveness; academic achievement; reinforcement; behavior problems; educational programs; resource rooms

To develop and evaluate methods and techniques for the utilization of the principles of behavior modification in the education of behaviorally disordered children in the public schools, eight boys (ages 7 1/2 to 10 1/2, IQ range 84 to 116) constituted an experimental special class group. Their program emphasized bringing under control deviant social behaviors through reinforcement and time out periods. Academic gains were not satisfactory after 1 year, and the program was expanded and revised to place more stress on academic progress. Evidence was found that the second year's program was more effective in modifying conduct and in increasing academic achievement. Research was also done in resource rooms, showing this arrangement to have advantages suggesting greater cost-efficiency than the special class, and in fact resource rooms using behavior modification techniques were found to be the most cost effective, currently available method for the treatment of behavior problem children in public schools. (RJ)

ABSTRACT 33210

EC 03 3210 ED N.A.
Publ. Date 71 240p.
Shepherd, Michael and Others
Child Behavior and Mental Health.
EDRS not available
Grune and Stratton, Inc., 757 Third Avenue, New York, New York 10017 ($9.75).

Descriptors: exceptional child research; behavior problems; emotionally disturbed; behavior patterns; mental health; referral; surveys; psychiatric services; longitudinal studies; followup studies

The set of investigations described in the volume examined four major questions related to mental health in childhood: the nature and prevalence of many forms of behavior believed to indicate emotional disorder, the duration of such forms of behavior, factors distinguishing problem children referred to child guidance clinics from problem children not referred, and the degree to which improvement in behavior can be attributed to treatment rather than to development or environmental changes. Questionnaires concerning the child's behavior were filled out by mothers and teachers of over 6000 children, comprising a 10% random sample of the normal school population (ages 5-15) in Buckinghamshire, England. From the survey of parents, a picture of the comparative distribution of each type of behavior in children of each sex at each age level was obtained. Also analysed were school behavior and associations between deviant behavior and social class, family size and position, health, and separation experiences. A followup study involved two matched groups of 400 children, one originally characterized by at least four deviant items, the other deviance free, to investigate duration as well as intensity and frequency of deviant behavior. Parents of children referred to a child guidance clinic and parents of matched controls were interviewed at time of referral and again a year later, to discover factors distinguishing referred from nonreferred problem children. All information collected suggested that behavior suggestive of emotional ill health in children tends to recede spontaneously in response to developmental changes or life circumstances, and therefore duration of disturbance is one of several important factors discussed which must be considered in determining the clinical significance of any item of behavior. (KW)

ABSTRACT 40023

EC 04 0023 ED N.A.
Publ. Date 71 66p.
Finch, Stuart M.; Poznanski, Elva O.
Adolescent Suicide.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($6.75).

Descriptors: exceptional child research; emotionally disturbed; suicide; adolescents; classification; etiology; aggression; therapy; case studies; college students

Adolescent suicide as a manifestation of emotional disturbance is discussed. The suicidal act is presented in terms of precipitants of suicidal behavior and methods of suicide. Examination of types of suicidal adolescents includes four classifications: impulsive character disorder, depressive symptomatology, psychotic, and wrist cutting syndrome. Selected case studies illustrate adolescent suicidal types. Etiological factors involved in suicide are shown to be family background, which is frequently pathological and disrupted by parental loss and broken homes, environment, inheritance, menstruation, and pregnancy. The relationship between suicide and aggressive behavior is investigated with the implication that one is a possible expression of the other in cases of homicide, automobile accidents, and accidental or normal experimentation. Consideration of suicide in college students is accompanied by case studies. Discussion of assessment and management of suicidal behavior includes recognition of suicidal potential, evaluation of suicide attempt, management of suicide attempt, prescription of potentially lethal drugs, and prognosis. (CB)

ABSTRACT 40062

EC 04 0062 ED 055 376
Publ. Date Aug 71 217p.
Pooley, Richard
An Experiment in Delinquency Prevention and Control.
Southern Illinois University, Carbondale, Center for The Study of Crime, Delinquency, and Corrections
Illinois State Board of Vocational Education and Rehabilitation, Springfield
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; delinquents; case studies; behavior change; adolescents; operant conditioning; reinforcement; social adjustment

University graduate students worked as counselors with delinquent prone youths to develop and define means of identifying and re-orienting delinquent prone youths in a high school community setting. Diagnostic and evaluative instruments and techniques used included the computer analyzed Minnesota Multiphasic Personality Inventory (MMPI) and the Multiple Linear Regression Analysis of selected MMPI data. Seven case studies conducted within a classification and treatment methodology referred to as differential treatment were presented. The case studies consisted of differential treatment of a pre-delinquent youth using social reinforcement, application of a token economy system to modify effeminate dress behavior, differential treatment of a pre-delinquent high school girl, differential treatment of drug abuse, conditioning school attendance in a pre-delinquent juvenile with token and social reinforcement, application of composite methods to treatment of a pre-delinquent high school girl, and transactional analysis treatment of a delinquent-prone youth. (CB)

ABSTRACT 40092

EC 04 0092 ED N.A.
Publ. Date Jun 71 588p.
Segal, Julius, Ed.

The Mental Health of the Child.
National Institute of Mental Health, Bethesda, Maryland
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($5.00).

Descriptors: exceptional child research; emotionally disturbed; mental health; research reviews (publications); demonstration projects; therapy; etiology; prevention; emotional development; environmental influences; family influence; child development; National Institute of Mental Health

The 42 reports contained in the volume are presented as examples of the range of past and current efforts of the National Institute of Mental Health (NIMH) in the child mental health field. Reports are grouped into four major categories, covering prevention, etiology, diagnosis and treatment, and basic research. Reports of work in the area of prevention emphasize the child in his normal environment, and include attempts to demonstrate methods of enriching the intellectual and emotional worlds of the deprived and of minority children. The second section, on etiology, is concerned with factors or circumstances influencing a child's mental health, and reports on some of the Institute's research on factors in early life which either enhance or reduce the potential for intellectual growth and emotional stability. These projects include, among others, studies of mother-child relationships, parent influence, influence of visual media, child-rearing customs, and factors contributing to schizophrenia. Projects concerned with diagnosis and treatment of disturbed children, in the third section, embrace behavior therapy, brief psychotherapy, drug therapy, foster home program, and counseling of potentially suicidal youth. The final group of reports concerns basic research into normal and abnormal child development and behavior. (KW)

ABSTRACT 40124

EC 04 0124 ED N.A.
Publ. Date 71 305p.
Hamblin, Robert L. and Others
The Humanization Processes: A Social, Behavioral Analysis of Children's Problems.
EDRS not available
John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 ($12.50).

Descriptors: exceptional child research; disadvantaged youth; emotionally disturbed; autism; learning processes; behavior change; operant conditioning; acculturation; child psychology; social psychology; child development

The book, combining principles of psychology and sociology, is about the acculturation processes through which children develop the essential human characteristics--language, logic, and intellect (reflected in the capacity to learn and adapt). The examination of these processes leads to a new theory of deviant behavior, called inadvertant exchange theory of deviancy, which suggests that deviant patterns occur because teachers and parents have created pathogenic learning environments in which children are systematically, if inadvertantly, reinforced for their deviant behavior. The authors think in exchange theoretical terms, and consider the structuring and restructuring of social exchanges so as to condition or recondition a child in a certain way. The major portion of the book details the authors' experiments with preschoolers, inner city children, hyperaggressive children, and autistic children. The experiments, while involving learning, demonstrate the close relationship between the structure of social exchange systems and acculturation. They shed light on the dynamics of social learning environments and show that to change behavior it is usually necessary to modify the present structures of social exchange systems. (Author/KW)

ABSTRACT 40228

EC 04 0228 ED N.A.
Publ. Date Nov 71 8p.
Fassler, Joan; Bryant, N. Dale
Disturbed Children Under Reduced Auditory Input: A Pilot Study.
EDRS not available
Exceptional Children; V38 N3 P197-204 Nov 1971

Descriptors: exceptional child research; emotionally disturbed; attention span; aural stimuli; autism; performance factors; noise levels

The study investigated attention and performance on simple tasks as well as classroom attention of seriously disturbed, communication impaired, autistic children under conditions of reduced auditory input (using ear protectors) and under conditions of normal auditory input (using a placebo device). Under ear protector conditions, there was a significant increase in the amount of attention given to most of the tasks and a significant improvement in performance on two of five tasks. In addition, teacher ratings indicated a significant improvememt in classroom attention under ear protector conditions. It was concluded that a significant number of autistic children do improve in classroom attention and show some gains in attention and performance on certain tasks under conditions of reduced auditory input. (EC 040 238 reports some teacher observations following this study.) (Author/KW)

ABSTRACT 40232

EC 04 0232 ED N.A.
Publ. Date Nov 71 7p.
Minde, K. and Others
The Hyperactive Child in Elementary School: A 5 Year, Controlled, Follow-up.
EDRS not available
Exceptional Children; V38 N3 P215-21 Nov 1971

Descriptors: exceptional child research; learning disabilities; hyperactivity; followup studies; academic achievement; behavior problems; elementary school students

The study examined the academic performance of 37 school-children diagnosed as hyperactive 4 to 6 years previously, and compared it with the performance of an equal number of nonhyperactive classmates. The results indicated that hyperactive youngsters have a significantly higher failure rate in all academic subjects and are rated by their teachers as displaying far more behavioral problems than their controls. While the hyperactive children showed an increase in learning disorders and did poorer on a group IQ test than their peers, intelligence alone was ruled out as the main contributor to their academic failure. (Author)

ABSTRACT 40238

EC 04 0238 ED N.A.
Publ. Date Nov 71 3p.
Fassler, Joan; Bryant, N. Dale
Out of the Classroom: Teacher Observations on Using Ear Protectors for Disturbed Children.
EDRS not available
Exceptional Children; V38 N3 P254-6 Nov 1971

Descriptors: exceptional child research; emotionally disturbed; aural stimuli; autism; behavior change; noise levels

Following an experimental study concerning reduced auditory input and seriously emotionally disturbed, mainly noncommunicative, autistic-type children, it was noted that some of the subjects in four different classrooms wanted to continue wearing the ear protectors used in the study. Ear protectors were then left in the classrooms for 3-5 weeks, to be used when the child initiated wearing them. Eight children continued wearing them for varying periods of time. Based on information gathered via a classroom observation sheet and a behavior rating scale, it was found that each child exhibited some positive change in three or more of the eight behavioral aspects examined (distress or calmness, level of activity, attention, noisy outbursts, unusual mannerisms, harmful acts, aggressive behavior, communication). Very few difficulties or contra-indications were associated with the use of the ear protectors. (EC 040 228 reports the original study concerning reduced auditory input.) (KW)

ABSTRACT 40240

EC 04 0240 ED N.A.
Publ. Date Nov 71 3p.
Greenwold, Warren E.; Jones, Philip R.
Clearinghouse: The Effect of Methylphenidate on Behavior of Three School Children: A Pilot Investigation.
EDRS not available
Exceptional Children; V38 N3 P261-3 Nov 1971

Descriptors: exceptional child research; hyperactivity; behavior problems; drug therapy; emotionally disturbed; behavior change; student behavior; medical treatment; methylphenidate

The study examined the effects of methylphenidate (Ritalin) on three male stu-

deats, ages 8-12, through double blind techniques, comparing teacher observations with those of a trained disinterested observer. Subjects were three hyperactive students who had been on medication for 1 year or less. Under the double blind technique students received methylphenidate for 1 week and placebo for 1 week. Each week teachers assigned an average rating to each of 67 items on a Behavior Problem Checklist, which covered four areas: conduct problem, personality problem, inadequacy and immaturity, and social delinquency. The classroom observer used an instrument with three categories of behaviors: deviant behaviors, attending or work oriented behaviors, and teacher-pupil interactions. Teachers noted a decrease in conduct problems and personality problems while students were receiving methylphenidate, and the observer noted decrease in deviant behaviors and teacher-pupil interactions and a slight improvement in attending under the same condition. (KW)

ABSTRACT 40288

EC 04 0288 ED N.A.
Publ. Date 71 5p.
Ashcraft, Carolyn W.
The Later School Achievement of Treated and Untreated Emotionally Handicapped Children.
EDRS not available
Journal of School Psychology: V9 N3 P2338-42 1971

Descriptors: exceptional child research; emotionally disturbed; academic achievement; school psychologists; elementary school students

Comparisons were made of Stanford Achievement Test Scores over a five-year period for 40 elementary school children receiving treatment and 43 equally handicapped elementary school children who received no treatment. No overall differences were found, but achievement was found to be affected by grade at beginning treatment. Rate of improvement in achievement over the five years differed between groups. Neither of the groups achieved the expected nine-months gain for any year. Implications for diagnosis by school psychologists and alternative ways of improving school achievement in the emotionally handicapped were discussed. (Author)

ABSTRACT 40289

EC 04 0289 ED N.A.
Publ. Date Nov 71 8p.
Husted, John R. and Others
The Effectiveness of Time-Out in Reducing Maladaptive Behavior of Autistic and Retarded Children.
EDRS not available
Journal of Psychology: V79 N2 P189-96 Nov 1971

Descriptors: exceptional child research; multiply handicapped; mentally handicapped; custodial mentally handicapped; emotionally disturbed; autism; behavior change; operant conditioning; positive reinforcement; aggression; behavior patterns

Four custodial mentally handicapped girls, three of whom displayed obvious autistic behaviors, participated in 14 months of behavior change therapy with time-out from positive reinforcement as the basic procedure. Project goals were stated as reduction of self aggression, reduction of aggression toward others, and reduction of running from living unit. Frequency of undesired behavior patterns was reduced by 98% in the four girls during therapy, but no success was found in generalizing from therapy to everyday behavior patterns. (CB)

ABSTRACT 40366

EC 04 0366 ED N.A.
Publ. Date 71 178p.
Chess, Stella and Others
Psychiatric Disorders of Children with Congenital Rubella.
EDRS not available
Brunner-/Mazel, Inc., 64 University Place, New York, New York 10003 ($7.50).

Descriptors: exceptional child research; multiply handicapped; rubella; emotionally disturbed; behavior problems; incidence; psychological characteristics; early childhood; physical handicaps; intellectual development; autism; personality; family attitudes

Studied were the psychological and psychiatric consequences of congenital rubella in a group of 243 children between the ages of 2 1/2 and 4 years. Evaluated were both the children and their families with regard to specific aspects of their psychological functioning, with the goal of advising parents on ways of handling the children. Reported are results of investigations into the prevalence of psychiatric problems, the relationship of physical impairment to psychiatric status, the various areas of behavioral disturbance, intellectual development, levels of functioning in self care skills, behavior patterns of the rubella children who had neurological defects, prevalence of autistic behavior, temperamental attributes, and impact on the families in terms of understanding of child's difficulty, emotional impact of his presence, communication efforts, parental expectations, and life style changes. In general, the study revealed a definite correlation between number of physical defects and the presence of behavioral and psychiatric disorders. (KW)

ABSTRACT 40542

EC 04 0542 ED 056 450
Publ. Date Aug 71 174p.
Bijou, Sidney W.
Application of Behavioral Principles to the Remedial Instruction of Retarded and Emotionally Disturbed Young Children. Final Report.
Illinois University, Champaign, Child Behavior Laboratory
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-0-9-232030-0762(032)
BR-23-2030

Descriptors: exceptional child research; emotionally disturbed; mentally handicapped; curriculum development; behavior change; primary grades; special classes; teaching methods; instructional materials; academic achievement; remedial programs

Empirical behavior principles were applied to the development of remedial teaching procedures and materials for retarded and emotionally disturbed students ages 5-8. Students were referred by schools as severe behavior problems or extreme learning disability cases; intelligence ranged from retarded to normal. Research, conducted in two laboratory classrooms, involved the individual-organism design in which each child served as his own control. Research on preparing programed instructional materials resulted in individualized programs in beginning reading, arithmetic, writing, spelling, and language. Research on procedures included development of individual pupil assessment techniques, a structure for the class day, techniwues for modifying social-emotional behavior in the classroom, procedures for training the teacher's assistant and parents, and analysis of associated theoretical and methodological problems. Conclusions were that handicapped children can make academic and personal-emotional-social progress in such special classes at the primary level; that teacher aides are necessary to help with individualized instruction; that the teacher training curriculum needs to include behavioral technology; and that, with modifications, findings can be incorporated into public school special classes. (KW)

ABSTRACT 40710

EC 04 0710 ED N.A.
Publ. Date Jan 72 10p.
Glavin, John P.
Persistence of Behavior Disorders in Children.
EDRS not available
Exceptional Children: V38 N5 P367-76 Jan 1972

Descriptors: exceptional child research; emotionally disturbed; behavior problems; followup studies; therapy; identification; behavior patterns

The major objective of the study was to investigate spontaneous improvement in public school children who had been identified as behavior problems but who had not had the help of any special educational or psychiatric care. The study examined the basic assumption underlying early detection programs that the majority of childhood problems would continue or become worse if left untreated. After a 4-year interval, behavior disordered children, who had completed the first screening and had not received any type of intervention, were reexamined with the same screening device (an abbreviated form of the Bower, 1960, instrument). Persistent disturbances were found in 30% of the children. (Author)

ABSTRACT 40734

EC 04 0734 ED N.A.
Publ. Date 71 11p.
Hops, Hyman

The School Psychologist as a Behavior Management Consultant in a Special Class Setting.
EDRS not available
Journal of School Psychology: V9 N4 P473-83 Win 1971

Descriptors: exceptional child research; emotionally disturbed; school psychologists; special classes; behavior change; operant conditioning; positive reinforcement; teacher role

The efficacy of the consultant's role in dealing with problems in large special classes and the value of introducing operant techniques through untrained teachers were investigated in the present study. Twenty-two out-of-control boys in a special class for emotionally disturbed children were brought under the control of a number of token reinforcement systems with a resultant increase in task-oriented behavior and academic productivity. With teachers acting as observer-recorders and behavior change agents the school psychologist was able to minimize his role as a consultant with considerable success. (Author)

ABSTRACT 40753

EC 04 0753 ED N.A.
Publ. Date Dec 71 7p.
Schultz, Edward W. and Others
Special Education for the Emotionally Disturbed.
EDRS not available
Exceptional Children: V38 N4 P313-9 Dec 1971

Descriptors: exceptional child research; emotionally disturbed; identification; student placement; educational programs; national surveys

A questionnaire was sent to state directors of special education in each of the 50 states and the District of Columbia regarding the current status of public school services for emotionally disturbed children. Data of interest to the survey included: terminology and definitions, prevalence estimates, educational services available, program standards, eligibility and placement, termination of special services, exclusion procedures, and administrative organization of programs. Data were analyzed in two ways: for the entire country and by dividing the country into geographic regions. The highlights, both regional and national, were reported to provide some current information pertaining to public school programing for disturbed children. (Author)

ABSTRACT 40762

EC 04 0762 ED 057 528
Publ. Date Aug 70 118p.
Irvine, Paul; Plumpton, Russell A.
A Program for the Vocational Rehabilitation of Emotionally Disturbed and Brain-Injured Adolescents in a Public School Setting. Final Report.
Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, New York
Social and Rehabilitation Service (DHEW), Washington, D. C., Division of Research and Demonstration Grants
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; minimally brain injured; vocational education; senior high school students; program development; neurologically handicapped; vocational rehabilitation; public schools

The study involved the development of an experimental vocational education program for emotionally disturbed and brain-injured adolescents in a public school. Subjects were 29 boys, ages 14-21 years, enrolled in special classes for the emotionally disturbed and brain-injured. The program embodied three levels of training: prevocational orientation, exploratory occupational education, and specific occupational preparation. The last two were provided through supervised work experience and a classroom shop program in a vocational school setting. Fourteen subjects graduated from the program, three returned to and graduated from the regular high school program, 10 left the program, and two are still enrolled. A followup study showed that 13 of the 14 program graduates are satisfactorily employed. Essential elements of a comprehensive vocational education program in a public school were found to include participation of the public vocational rehabilitation agency, services of a vocational school, extensive exploratory occupational experience, and availability of both a classroom shop instructional program and on-the-job instruction. Curriculum guidelines are appended. (Author/KW)

ABSTRACT 40777

EC 04 0777 ED N.A.
Publ. Date 71 307p.
Bagley, Christopher
The Social Psychology of the Epileptic Child.
EDRS not available
University of Miami Press, Box 9088, Coral Gables, Florida 33124 ($12.50).

Descriptors: exceptional child research; special health problems; epilepsy; emotional problems; behavior patterns; emotionally disturbed; psychological characteristics; research reviews (publications); social characteristics; social psychology; behavior problems; neurological defects

The examination of epileptic children from a socio-psychological perspective focuses upon the study of social, psychological, and biological variables and how these variables interact to influence behavior. Attention is given to the extent to which epileptic children are psychiatrically disturbed, their behavior, any endemic relationship of psychiatric disorder to either brain damage or to epilepsy itself, association of psychiatric disorders with other personality or social factors, and intelligence level and intellectual attainments. The first portion of the book reviews studies about psychiatric and social aspects of epilepsy in childhood and adolescence. The second portion reports results of a research project studying the psychological status, social orientation, and neurological condition of a sample of 118 outpatient epileptic children (ages 3-16 years, median age 14.0). Analyzed are the children's behavior and environment, parents' attitudes, manifestations and frequency of seizures, existence of brain damage, type of epilepsy, intelligence, attainment, and physical development. Sociology, biology, and psychology are integrated in the discussion of factors underlying behavior disorder in epileptic children. (KW)

ABSTRACT 40822

EC 04 0822 ED 057 542
Publ. Date Oct 71 50p.
Callahan, Orel D. and Others
Programs for the Alleviation of Institutional Dependency. Final Report.
Bowling Green State University, Ohio; Kalamazoo State Hospital, Michigan
Bureau of Elementary and Secondary Education(DHEW#OE), Washington, D. C9
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; institutionalized (persons); personal adjustment; self concept; adjustment (to environment); institutional environment; summer programs

The Summer School Functional Education program of the Kalamazoo (Michigan) State Hospital was evaluated in terms of the program's effectiveness in enhancing the emotional health of participants and reducing their institutional dependency (adjustment patterns dependent on the structured and protected environment of the institution). Subjects were 64 emotionally disturbed institutionalized children who participated in the program, which involved a relaxed atmosphere, reduced structure, greater student participation, and approximation of an out-of-institutional environment by field trips, camping experiences, and other means. To obtain evidence of level of adjustment, the following variables were measured by questionnaire before and after the program: personal adjustment, alienation, self-concept and occupational aspirations (reality orientation), and identification of significant others. No dramatic changes occurred. In the new situation, children remained stable in adjustment, self concept, perceptions

ABSTRACT 40885

EC 04 0885 ED 057 547
Publ. Date 71 188p.
Jones, Rowen C. and Others
A Diagnostic and Activity Based Arithmetic Program for Emotionally Disturbed Children. Monograph No. 5.
Oregon University, Eugene
Office of Education (DHEW), Washington, D. C., Bureau of Educational Personnel Development
EDRS mf,hc
OEG-0-9-470117-3664(721)

Descriptors: exceptional child research; emotionally disturbed; elementary school children; mathematics; diagnostic teaching; academic achievement; student attitudes; institutionalized (persons); case studies (education)

The study investigated arithmetic achievement and attitude changes of five institutionalized emotionally disturbed

children, age 7 to 11 years. The children participated in a diagnostic teaching program involving diagnosis of mathematics skills and instruction based upon the diagnosis. Emphasized were mathematical patterns, manipulation of physical objects, and problem solving understanding of mathematical actions. A hierarchy of behaviorally defined skills for addition and subtraction was developed. A diagnostic achievement test required Ss to manipulate objects illustrating number sentences, write number sentences describing actions performed on objects by tester, and solve paper and pencil problems. Ss received an average of 38 days of approximately 25-minute instructional periods. At the study's conclusion, both the diagnostic achievement test and a semantic differential attitude scale were administered to the Ss. An educational case study format was adopted as the most feasible method of studying a small number of emotionally disturbed children. At the study's beginning, Bart and David lacked mastery of many tasks concerning addition and subtraction and expressed negative attitudes toward mathematics; both their mathematical skills and attitudes showed improvement. Karen, Cinthia, and Michael also showed skill and attitude improvement. (CB)

ABSTRACT 40909

EC 04 0909 ED N.A.
Publ. Date Feb 72 6p.
Fink, Albert H.
Teacher-Pupil Interaction in Classes for the Emotionally Handicapped.
EDRS not available
Exceptional Children: V38 N6 P469-74 Feb 1972

Descriptors: exceptional child research; emotionally disturbed; student teacher relationship; special classes; interaction process analysis; classroom observation techniques

The analysis of teacher-pupil interaction was seen as a means of clarifying the conceptual and operational issues involved in special class programing for the emotionally handicapped. An interaction analysis system which could encompass the variability and complexity (verbal and nonverbal, task and nontask) of teacher and pupil behavior was developed. Use of the interaction system in a study of 15 classrooms for the emotionally handicapped revealed wide differences in teacher-pupil behavior. It was concluded that the unique character of special classes for the emotionally handicapped requires careful delineation of objectives and that the interaction analysis system developed in this study could serve to further research on that process. (Author)

ABSTRACT 40992

EC 04 0992 ED 058 682
Publ. Date Aug 70 30p.
Fassler, Joan; Bryant, N. Dale
Task Performance, Attention and Classroom Behavior of Seriously Disturbed, Communication-Impaired, Autistic-Type Children under Conditions of Reduced Auditory Input. Interim Report.
Columbia University, New York, New York, Research And Demonstration Center for the Education of Handicapped Children
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-2-7-070701-4249
BR-422001

Descriptors: exceptional child research; autism; attention span; performance factors; aural stimuli; emotionally disturbed; psychotic children; communication problems; class activities

This study investigated attention and performance on simple tasks as well as classroom attention of seriously disturbed, communication-impaired, autistic-type children under conditions of reduced auditory input (using ear protectors) and under conditions of normal auditory input (using a placebo device). Under ear protector conditions, there was a significant increase in the amount of attention given to most of the tasks and there was significant improvement in performance on two of five tasks. In addition, teacher ratings indicated a significant improvement in classroom attention under ear protector conditions. It was concluded that a significant number of autistic-type children do improve in classroom attention and show some gains in attention and performance on certain tasks under conditions of reduced auditory input. (Author)

ABSTRACT 40993

EC 04 0993 ED 058 683
Publ. Date Jan 71 21p.
Fassler, Joan; Sweeney, Eleanor
Performance and Classroom Behavior of Seriously Disturbed, Verbally Communicative, Psychotic-Type Children under Conditions of Reduced Auditory Input. Interim Report.
Columbia University, New York, New York, Research And Demonstration Center for the Education of Handicapped Children
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-2-7-070701-4249
BR-422001

Descriptors: exceptional child research; psychotic children; attention span; performance factors; aural stimuli; emotionally disturbed

This study investigated the classroom attention as well as performance on simple tasks of seriously disturbed, psychotic-type, verbally communicative children under conditions of reduced auditory input (using ear protectors) and under conditions of normal auditory input (using a placebo device). No significant difference was found in either task performance or classroom attention under the ear protector as compared with the placebo condition. However, the data did indicate that those subjects who appeared to improve in classroom attention under ear protector conditions were subjects who exhibited serious language disorders, and it was suggested that this finding might merit further consideration. (Author)

ABSTRACT 41170

EC 04 1170 ED 058 694
Publ. Date (70) 39p.
McClain, William A.; Jerman, George
Psychopharmacology with the Behaviorally Disturbed: A Review.
District of Columbia Children's Center, Laurel, Maryland;
Howard County Board of Education, Clarksville, Maryland
EDRS mf,hc

Descriptors: exceptional child research; research reviews (publications); emotionally disturbed; behavior problems; drug therapy; sedatives

Reviewed on a layman's level was research on psychopharmacology with the emotionally and behaviorally disturbed. General conclusions drawn from the many studies were that the effect of drugs on intellectual functioing had not been determined and that there was little evidence to indicate that the learning process was consistently and reliably affected in certain predictable ways. It was advised that the psychologist be informed when a subject was receiving drug medication, the drugname' anddosage. The review concerned stimulants, tranquilizers, and sedatives frequently used by pediatricians. Stimulants referred to in research included dextroamphetamine, D-amphetamine, methylphenidate, monoaminoxidase inhibitors, amitriptyline, proamitriptyline, and cholinergics; methylphenidate was the drug used most often. Tranquilizers cited were thioridazine, chlorpromazine, reserpine, phenothiazines, diphenylmethanes, fluphenazine hydrochloride, chlorprothixene hydrochloride, primazine hydrochloride, and thiorpropazate; drugs were found to be an advisable treatment for behaviorally disordered children. Sedatives covered included diphenylhydantoin sodium and captodiamine hydrochloride. (CB)

ABSTRACT 41237

EC 04 1237 ED N.A.
Publ. Date 72 469p.
Quay, Herbert C., Ed.; Werry, John S., Ed.
Psychopathological Disorders of Childhood.
EDRS not available
John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 ($10.95).

Descriptors: exceptional child research; psychopathology; emotionally disturbed; behavior problems; psychiatry; family influence; etiology; psychosomatic diseases; psychotic children; psychological evaluation; drug therapy; behavior change; educational programs

The text on psychopathological disorders in childhood contains chapters by 11 contributors and is based largely on the new theory, methodology, and technolo-

gy of treatment derived from behavioral science, particularly the behavioral-social learning approach. The first chapter establishes a framework for understanding deviant behavior in terms of the basic patterns of aggression, withdrawal, and immaturity. Following chapters discuss family interaction and psychopathology in children, organic factors, psychosomatic disorders, childhood psychosis, assessment of psychopathology, behavior therapy, pharmacotherapy, community programing for behaviorally deviant children, educational programs for children with behavior disorders, and followup studies of behavior disorders. Various chapters are based on statistical and experimental studies or on clinical examples from the medical and psychiatric literature. (KW)

ABSTRACT 41262

EC 04 1262 ED N.A.
Publ. Date 71 311p.
Eron, Leonard D. and Others
Learning of Aggression in Children.
EDRS not available
Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106 ($9.95).

Descriptors: exceptional child research; emotionally disturbed; aggression; behavior problems; parent influence; parent attitudes; child rearing; parent child relationship; social influences; family influence; student behavior

Features of the school and home environment of children that instigate, support, and maintain aggressive behavior were investigated in the 4-year epidemiological study described. Subjects were 875 third graders in a semirural county in New York. Major dependent variable was aggression as observed in the school situation. Parents were interviewed regarding socialization practices, and aggression ratings were made by subjects' classmates. Studied were antecedent-consequent relations between the parents' attitudes and behaviors and the child's aggressive behavior in school. Procedures included measures of reinforcement from parents, instigation, identification, and sociocultural variables as factors influencing the learning environment provided by parents in their attempts to socialize their children's behavior. Discussed in detail are problems encountered and solutions devised in conducting the field research on personality variables. Implications of the findings for child rearing are examined. (KW)

ABSTRACT 41619

EC 04 1619 ED N.A.
Publ. Date Sum 71 11p.
Hermelin, Beate; Frith, Uta
Psychological Studies of Childhood Autism: Can Autistic Children Make Sense of What They See and Hear?
Journal of Special Education: V5 N2 P107-17 Sum 1971

Descriptors: exceptional child research; emotionally disturbed; autism; comprehension; cognitive processes; perception; memory

The syndrome of childhood autism is described, and a series of psychological experiments is presented on perception, memory, and language. The experiments were carried out in order to explore the psychopathology of this specific disorder. The results show that autistic children have difficulties in perceiving meaning or structure in meaningful and ordered sequences. They behave similarly with both meaningful and meaningless material, and with structured and unstructured material. It was found that their typical response pattern was the same as the pattern normally found only in random or unstructured situations. (Author)

ABSTRACT 41740

EC 04 1740 ED N.A.
Publ. Date 71 288p.
Stein, Rita F.
Disturbed Youth and Ethnic Family Patterns.
EDRS not available
State University of New York Press, Thurlow Terrace, Albany, New York 12201 ($10.00).

Descriptors: exceptional child research; emotionally disturbed; adolescents; males; socioeconomic background; socioeconomic influences; parent child relationship; ethnic groups; family (sociological unit); cultural factors

Studied were socioeconomic background and influences on personal and social adjustment of adolescent males from Irish- American or Italian-American ethnic groups who showed emotional disturbance. The study also investigated the relationships of parent and child, of the family's sociological structure, and of general cultural factors on the disturbed males. It was hypothesized that adolescents experienced psychological stresses that occurred in subcultural ethnic configurations with a unique variable system and that the cultural contexts were responsible for structuring the interdependent relationship of personal and social identity. Research design involved enumeration of individuals receiving psychiatric care, sample selection of community control adolescents, description of socioeconomic status and background, and the five research instruments (each of which was fully explained) of the census schedule, the Edwards Personal Perference Schedule, life-space drawing, the Tennessee Department of Mental Health Self-Concept Scale, and a questionnaire. Clinical records were analyzed for descriptive expressions of emotional disturbance in 49 disturbed adolescents of either Irish-American or Italian-American background. Research findings indicated that Irish-American youths achieved higher mean scores in obedience to authority, in desire for change, and in aggression. The Italian-American youths were found to favor a large number of social attachments with more participation in both formal and informal community groups. Disturbed adolescents from both backgrounds were thought to have been raised in conditions adverse to mental health, although it was also found that their siblings tended not to become mentally ill. It was speculated that age differences might be the crucial factor in bringing about mental illness.

ABSTRACT 41930

EC 04 1930 ED 062 733
Publ. Date 72 87p.
Exceptional Children Conference Papers: Behavioral and Emotional Problems.
Council for Exceptional Children, Arlington, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Papers Presented at the Annual International CEC Convention (50th, Washington, D. C., March 19-24, 1972).

Descriptors: exceptional child research; emotionally disturbed; theories; conceptual schemes; behavior problems; models; learning characteristics; behavior change; reinforcement; conference reports; underachievers

Four of the seven conference papers treating behavioral and emotional problems concern the Conceptual Project, an attempt to provide definition and evaluation of conceptual models of the various theories of emotional disturbance and their basic assumptions, and to provide training packages based on these materials. The project is described in papers focusing on general overview, rationale, counter theory and dissemination phase, and evaluation. The three other papers discuss anxiety, intelligence, and behavior variables as predictors of learning in disturbed adolescents; the effects of a token system on the out-of-seat behavior of a 7-year-old boy; and academic survival skill training (involving modeling, cueing, and various types of reinforcement) for low achieving children. (KW)

ABSTRACT 41981

EC 04 1981 ED N.A.
Publ. Date 71 24p.
Spivack, George and Others
Syndromes of Disturbed Classroom Behavior: A Behavioral Diagnostic System for Elementary Schools.
EDRS not available
Journal of Special Education: V5 N3 P269-92 Fall 1971

Descriptors: exceptional child research; emotionally disturbed; behavior problems; behavior patterns; student behavior; elementary school students; classification; academic achievement

The purpose of the study was to define, through specially designed statistical syndrome analyses, total profile cluster types of classroom behavior exhibited by normal elementary school children from kindergarten through grade 6. Such analyses were carried out separately at each grade level; and at each level, emerging clusters were compared for percentage of children falling into the cluster, sex distribution, IQ, percentage of aberrant cases, reading achievement grade, and a group of background variables. At each grade level, five or six cluster types

emerged, differing in one or more of these variables. Six cluster types were common to at least three grade levels, these alone accounting for the large majority of elementary school children. These behavior clusters were academically relevant. (Author)

ABSTRACT 42224

EC 04 2224 ED 063 712
Publ. Date May 72 71p.
Schultz, Edward W. and Others
Educational Services for Emotionally Handicapped Children in Illinois Residential Centers.
Illinois University, Urbana. Dept. of Special Education
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; delinquents; educational opportunities; residential programs; statistical data; Illinois

A questionnaire was sent to 69 directors of residential centers in the state of Illinois affiliated with the Child Care Association, Department of Mental Health and Department of Corrections--Juvenile Division, regarding the current status of educational arrangements in Illinois institutions serving disturbed, delinquent, and/or dependent-neglected children. Data of interest to the survey included: the structure of on-campus programing; community school programing; and combined on-campus-community programing. Data were analyzed according to directive organization, form of educational program and size of institution. The highlights are reported here to provide some current information pertaining to residential school programing for emotionally handicapped children. In addition, there are two appendices attached to the report which include the complete set of tables from the study and a copy of the instrument used to collect data in the study. (Author)

ABSTRACT 42546

EC 04 2546 ED N.A.
Publ. Date May 72 3p.
Tipton, Robert M.
Alternative Cutoff Criteria for Selected WISC Subtests as a Function of Level of Performance.
EDRS not available
American Journal of Mental Deficiency; V76 N6 P732-4 May 1972

Descriptors: exceptional child research; underachievers; intelligence tests; performance factors; emotionally disturbed; testing; administration; test interpretation; failure factors; Wechsler Intelligence Scale for Children

Wechsler Intelligence Scale for Children records of 321 subjects were rescored using the more stringent cutoff criteria of three, three, and two on the Information, Vocabulary, and Arithmetic subtests, respectively. Fewer scoring errors resulted on the Information and Arithmetic subtests when the more stringent cutoff criteria were used with subjects functioning at a low intellectual level than with subjects functioning at a high intellectual level. It was found that the more stringent cutoff criteria could be used on all three subtests with very small risk of negative scoring error. Results were discussed not in terms of time conservation, but rather in terms of avoiding a failure set as the consequence of excessive failure and frustration. (Author)

ABSTRACT 42657

EC 04 2657 ED N.A.
Publ. Date 71 328p.
Rutter, Michael, Ed.
Infantile Autism: Concepts, Characteristics and Treatment.
EDRS not available
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($13.75).

Descriptors: exceptional child research; emotionally disturbed; autism; research reviews (publications); theories; therapy; infancy; classification; perception; perceptual development; socialization; language development; language ability; behavior change; behavior theories; educational methods; speech therapy

Proceedings of a study group on concepts, characteristics, and treatment of infantile autism in which investigators discussed ongoing research were presented. The introduction provided a brief history of clinical recognition of infantile autism. Reported in the discussion of classification difficulties were a comparative study of childhood psychoses, a pathogenic approach to infantile autism, and a pediatrician's approach to autism. Perception and social responses in autistic children were considered in treatments of childhood autism as a disorder of sensorimotor integration, visual perception in autistic childhood, and perceptual limitations in autistic children and their relation to social and intellectual deficits. The exchanges about experimental approaches to language focused on rules and language, and spontaneous patterns produced by autistic, normal and subnormal children. With regard to comparative and clinical approaches to language, autism as a central disorder of cognition and language, and a comparative study of perceptual and language development in autistic children were discussed. Presentations on behavioral approaches to treatment dealt with developmental therapy by parents, and theoretical and experimental aspects of the behavior modification approach to autistic children. Also considered was the educational treatment of autistic children. Concerns of speech therapy were treated in papers on sensory disorder in the autistic child and its implications for treatment, and an approach to treatment in a young autistic child. Excerpts from discussions that followed the presentation of papers in each major area were included. (GW)

ABSTRACT 42658

EC 04 2658 ED N.A.
Publ. Date 72 170p.
Pick, Anne D., Ed.
Minnesota Symposia on Child Psychology. Volume 6.
EDRS not available
University of Minnesota Press, 2037 University Avenue, S. E., Minneapolis, Minnesota 55455 ($7.50).

Descriptors: exceptional child research; emotionally disturbed; psychotic children; research reviews (publications); child psychology; child development; early childhood education; motivation; reinforcement; problem solving; vision; emotional development; learning processes; maturation; stimulus behavior

Six papers on the psychology of child development were presented. The first paper described the method and conduct of evaluative research on the first year operations of Sesame Street. Stressed were aspects of the research that were bases for making generalizations about research into the development of preschool children. The second paper reported the use of tasks designed to have cognitive requirements similar to those assigned in classrooms in research on the effects of dependency motivation and social reinforcement on children's performances of these tasks. The studies were said to show that the difficulty of a cognitive task and a child's dependency motivation affect the role of social reinforcement in his learning. The third document described a program of research on the development of visually controlled behavior in which visually guided and visually triggered responses were distinguished, and visually guided behavior was analyzed into component systems. The editor noted that the method of analysis used seems generally applicable for investigating development of the components of coordinated behavior systems. The fourth paper reviewed research regarding the nature and development of arousal, stimulus maintaining and terminating behaviors, and affective responses in the first year of life. The need for techniques for specifying the components of emotional responses in infants by relatively independent behavioral criteria was highlighted. The fifth report presents a three-zone (temperament-adaptation, affective-meaning, instrumental meaning) model describing the nature of the effects of early learning on later development in which particular outcomes depend on the developmental stage during which early learning occurs. The sixth paper argued that the apparent qualitative developmental changes in learning processes found through discrimination shift experiments are differences attributable to problem solutions based on different features of the stimuli. (GW)

ABSTRACT 42781

EC 04 2781 ED N.A.
Publ. Date Sep 72 8p.
Vacc, Nicholas A.
Long Term Effects of Special Class Intervention for Emotionally Disturbed Children.
EDRS not available
Exceptional Children; V39 N1 P15-22 Sep 1972

Descriptors: exceptional child research; emotionally disturbed; special classes;

academic achievement; program effectiveness; behavior; social development

The study was designed to investigate long term changes in achievement overt behavior, and social position of children identified as emotionally disturbed. Changes were measured for two groups of emotionally disturbed children: those who had experienced special class placement and had returned to regular classes for at least 2 years and those who did not experience the special class procedure. The results of the analyzed data question the long range efficacy of special class intervention. (Author)

ABSTRACT 42783

EC 04 2783 ED N.A.
Publ. Date Sep 72 7p.
Dobson, John
Predicting and Evaluating Student Teacher Behavior.
EDRS not available
Exceptional Children; V39 N1 P29-35 Sep 1972

Descriptors: exceptional child research; emotionally disturbed; student teaching; behavior patterns; prediction; psychological evaluation

The pilot study investigated the efficacy of a procedural research model for making and evaluating individual predictions concerning student teaching behavior in classrooms for emotionally disturbed children. The results of this investigation indicate that individual predictions concerning certain psychological variables could be made with significant predictive accuracy. This study was intended to be one link in a chain of studies designed to provide a larger informational base concerning teaching behavior and effectiveness. (Author)

ABSTRACT 42790

EC 04 2790 ED N.A.
Publ. Date Sep 72 3p.
Barr, Karen L.; McDowell, Richard L.
Comparison of Learning Disabled and Emotionally Disturbed Children on Three Deviant Classroom Behaviors.
EDRS not available
Exceptional Children; V39 N1 P60-2 Sep 1972

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; identification; behavior patterns; behavior problems; special classes; individual differences

The study investigated whether or not differences do exist between the observed deviant behavior of children in special classes for the emotionally disturbed and the learning disabled. A total of 16 students were observed. Results indicated that the emotionally disturbed sample demonstrated significantly higher frequencies of negative physical contact and vocalizations. The emotionally disturbed were also found to exhibit a higher frequency of out of seat behavior. (Author/CB)

ABSTRACT 42856

EC 04 2856 ED N.A.
Publ. Date Fall 72 5p.
Csapo, Marg
Peer Models Reverse the One Bad Apple Spoils the Barrel Theory.
EDRS not available
Teaching Exceptional Children; V5 N1 P20-4 Fall 1972

Descriptors: exceptional child research; emotionally disturbed; discipline problems; peer relationship; behavior change; behavior problems; operant conditioning; reinforcement; intervention; elementary education; imitation

Peer reaction on the elementary education level was shown to be effective in reducing disruptive behaviors. A study in an elementary school classroom was reported in which six mature students acted as peer recorders, and six mature students served as peer models. Six emotionally disturbed classmates were chosen as the targets, and inappropriate behaviors were pinpointed. For a period of 15 days, the model students were instructed to act appropriately at all times so that the misbehaving students could observe the correct behavior. Identification and definition of disruptive behaviors were provided for six students. After the experimental period, it was found that in the case of each emotionally disturbed child, the number of inappropriate behaviors decreased and appropriate behaviors increased. It was also found that modeling behavior was transferred outside the classroom. (Author/CB)

ABSTRACT 42860

EC 04 2860 ED N.A.
Publ. Date 72 290p.
Grinspoon, Lester and Others
Schizophrenia: Pharmacotherapy and Psychotherapy.
EDRS not available
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($11.50).

Descriptors: exceptional child research; emotionally disturbed; schizophrenia; research review (publications); drug therapy; psychotherapy; case studies; longitudinal studies

The volume, based on a 7 year research project, presented a clinically weighted picture of the schizophrenic process, primarily in its chronic form, and evaluated pharmacotherapy and psychotherapy in chronic and arute schizophrenia. Schizophrenia was discussed as a form of deviant behavior characterized by well marked symptoms of thought disorder, problems ininterpersonal relationships, and perceptual distortions. Problems of a long term research project such as the need for a special research ward and conflict between the objectives of good clinical care and those of research were explored. Recounted were case histories (specifying anamnesis, mental status, psychological evaluation, and 2 year clinical course) of 10 chronic schizophrenic patients who were treated with psychotherapy and placebo and of 10 chronic schizophrenic patients who were treated with psychotherapy and a phenothiazine. The research overview of drug and psychotherapy interactions in chronic schizophrenic patients reported that little or no change occurred in patients after 2 years of psychotherapy, but that the combination of drugs and psychotherapy had beneficial effects, and that the drug variable was the most important factor in patient change. It was noted that patients on phenothiazines did not become any less schizophrenic but that they exhibited less florid symptomatology which enabled people to relate to them more normally. Six case histories of acute schizophrenics who respond to treatment and six case histories of acute schizophrenics who did not respond to treatment were reported. The review of research on these patients found that psychotherapy combined with thioridazine tended to be a significantly better treatment for young acute schizophrenics than psychotherapy combined with haloperidol, a butyrophenone, or placebo. The nature and content of the psychotherapists' experience with the chronic schizophrenics in the study was analyzed in terms of the schizophrenic position, the schizophrenic message, the psychotherapeutic approach, mutually affective participation and expectations. (GW)

ABSTRACT 42900

EC 04 2900 ED N.A.
Publ. Date 69 116p.
Investments in Prevention; the Prevention of Learning and Behavior Problems in Young Children.
South San Francisco Unified School District
EDRS not available
South San Francisco Unified School District, 398 B Street, South San Francisco, California 94080.

Descriptors: exceptional child research; learning disabilities; emotionally disturbed; behavior problems; elementary education; primary grades; intervention; prevention; family role; educational programs; social workers

Reported was a project designed to initiate, implement and evaluate a program concerned with developing improved and more effective techniques for the reduction or prevention of learning and behavior problems in elementary school children, especially in the primary grades. The intervention was reported to be designed to assist families of children, the school and community personnel concerned with the children, and the children themselves to develop greater awareness of the nature of the problems and to become more involved in their remediation. Reported were analyses of both school-based and project-based data. Analysis of school-based data included statistical analysis of the data, with explanation of research methodology, assessment of change as rated by four instruments (AML Behavior Rating Scale, Wide Range Achievement Test, Draw-A-Person Test, and group tests), and an AML correlation study. Analysis of project-based data included assessment of family functioning, case management schedule, Glueck predictive index-

es, assessment of social workers' perceptions, and degree of intervention service. Selected conclusions for the first study were that the AML Behavior Rating Scale is a reliable instrument for screening children and that over a period of 1 year, the experimental subjects gained approximately 2 months more than the control subjects in arithmetic. Selected results for the second study were that young children reflected family difficulties through their learning and behavior in the classroom and that it was possible to identify children and families with problems and to intervene effectively. (CB)

ABSTRACT 50005

EC 05 0005 ED N.A.
Publ. Date Oct 72 4p.
Schultz, Edward W. and Others
Screening Emotionally Disturbed Children in a Rural Setting.
EDRS not available
Exceptional Children: V39 N2 P134-7 Oct 1972

Descriptors: exceptional child research; behavior problems; screening tests; elementary school students; emotionally disturbed; student teacher relationship

The study was undertaken to ascertain the efficacy of screening procedures for emotionally disturbed children in a two county rural area in east central Illinois. Two aspects of the problem were investigated: the question of interpersonal bias and the presence of correlational validity between a set of materials for screening problem children and the ratings of problem behaviors. It was found that teacher and/or student screening was not biased by the absence of interpersonal compatibility and that a significant but low order relationship existed between children screened in as potentially disturbed and ratings of problem behaviors. (Author)

ABSTRACT 50043

EC 05 0043 ED N.A.
Publ. Date Sep 72 12p.
Quay, Herbert C. and Others
The Modification of Problem Behavior and Academic Achievement in a Resource Room.
EDRS not availble
Journal of School Psychology: V10 N2 P187-98 Sep 1972

Descriptors: exceptional child research; emotionally disturbed; behavior problems; resource teachers; educational methods; academic achievement; behavior change

Sixty-nine classroom behavior problem children (extremely disruptive or overly withdrawn) were involved in an experimental resource room program. Ss, who were in the second through sixth grade in three different schools, attended the resource room one or two periods a day, while the primary responsibility for the child remained with the regular classroom teacher. Forty-eight control Ss, also behavior problems, did not attend a resource room. In the resource room, behavior modification techniques were used to modify both academic and social behavior. Results showed significant modification of social behavior in the resource room and academic gains in reading and arithmetic for the experimental Ss; however, their attending behavior while in the regular classroom was not different from the controls. Although the resource room program was in effect for only 23 weeks in two schools and for 16 weeks in the third school, average gains of experimental Ss were over 1 school year in arithmetic and close to 1 year in reading. The resource room approach is seen to present economic, educational, and emotional benefits, and its extension to other exceptional children is urged. (KW)

ABSTRACT 50049

EC 05 0049 ED 067 781
Publ. Date (72) 66p.
Lovaas, O. Ovar and Others
Some Generalization and Follow-Up Measures on Autistic Children in Behavior Therapy.
California University, Los Angeles
National Institute of Mental Health (DHEW), Bethesda, Md.
EDRS mf,hc
!1440

Descriptors: exceptional child research; autism; behavior change; operant conditioning; language instruction; emotionally disturbed; socially deviant behavior; reinforcement; institutionalized (persons); followup studies

Reported was a behavior therapy program emphasizing language training for 20 autistic children who variously exhibited apparent sensory deficit, severe affect isolation, self stimulatory behavior, mutism, echolalic speech, absence of receptive speech and social and self help behaviors, and self destructive tendencies. The treatment emphasized extinction of pathological behaviors through reinforcement withdrawal, aversive stimuli, or reinforcement of incompatible behavior, and language training. Measures of change included multiple response recordings of self stimulation, echolalic speech, appropriate speech, social nonverbal behavior, and appropriate play, along with Stanford Binet Intelligence Test and Vineland Social Maturity Test scores. Results were given as group averages followed by extensive discussions of changes in individual groups and children. Findings were summarized as follows: pathological behaviors (echolalia, self stimulation) decreased while desired behaviors (appropriate speech, play, social nonverbal behavior) increased; all children improved, some more than others; followup measures 2 years after treatment showed large differences depending upon the posttreatment environment; and reinstatement of therapy reestablished original therapeutic gains in the institutionalized children. (GW)

ABSTRACT 50062

EC 05 0062 ED 067 794
Publ. Date Sep 70 134p.
Foley, Jeanne M.
Training Future Teachers as Play Therapists: An Investigation of Therapeutic Outcome and Orientation Toward Pupils. Final Report.
Office of Education (DHEW), Washington, D. C. Bureau of Research
EDRS mf,hc
OEG-0-8-080059-3722

Descriptors: exceptional child research; emotionally disturbed; play therapy; college students; therapists; nonprofessional personnel; performance factors; undergraduates; effective teaching

The effectiveness of undergraduate education majors as play therapists was investigated by comparing measures of therapeutic outcome for 48 emotionally disturbed boys assigned to three treatment conditions and a no treatment control condition. Each treatment condition consisted of 12 play interviews conducted by experienced therapists, students with eight sessions of training in nondirective play therapy (experimental condition), and students with training in being friendly (placebo condition). Parent evaluations indicated that positive changes were greatest for children in the experimental group, next for those in the placebo groups, and least for those in the control group. The hypothesized superiority of the experienced therapists was not confirmed. This was thought to be due to lack of strict adherence to the techniques of nondirective play therapy. Performance ratings for the final interview indicated that the experienced therapists consistently scored significantly higher than the student therapists regardless of condition and that the scores for the experimental and placebo groups did not differ significantly from each other. In contrast, analyses for the process variables consistently indicated that the scores for the experimental group were significantly different from those of the placebo group. (Author/GW)

ABSTRACT 50099

EC 05 0099 ED 067 808
Publ. Date Aug 72 44p.
Walker, Hill M. and Others
Generalization and Maintenance of Classroom Treatment Effects.
Oregon Univ., Eugene. Dept. of Special Education;
Oregon Univ., Eugene. Dept. of Psychology
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.;
National Institute of Mental Health (DHEW), Bethesda, Md.
EDRS mf,hc

Descriptors: exceptional child research; behavior problems; behavior change; followup studies; class management; emotionally disturbed; operant conditioning; student behavior; family problems

Reported were two experiments which investigated, respectively, the maintenance of appropriate classroom behavior in children with behavior problems following treatment in an experimental classroom and cross situational consistency and generalization of treatment effects. In the first experiment followup performances of two groups of five sub-

jects each were compared after treatment in a token economy. With one group additional procedures were implemented in the regular classroom to facilitate maintenance of their post treatment appropriate behavior. Treatment effects for subjects receiving treatment plus maintenance generalized to a much greater extent over the long term than did treatment effects for subjects who received only experimental treatment. In the second experiment five of the children were observed in family interactions in the home to determine whether the children, who were clearly deviant at school, were also behavior problems at home. Children and families examined after treatment demonstrated more child deviancy and parental negativeness than before treatment. It was thought that suppression of behaviors in the school setting may have caused an increase in the same behaviors in the home. (GW)

ABSTRACT 50196

EC 05 0196 ED 069 092
Publ. Date (71) 67p.
Walker, Hill M.
Early Identification and Assessment of Behaviorally Handicapped Children in the Primary Grades. Report No. 2.
Oregon Univ., Eugene. Center for Research in the Behavioral Education of the Handicapped, Dept. of Special Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
7-0706

Descriptors: exceptional child research; behavior problems; student behavior; identification; behavior rating scales; emotionally disturbed; classification; primary grades

As part of a larger study investigating intervention procedures for children classified as homogeneous on factorially derived dimensions of classroom behavior, students in grades 1-3 (N equals 1,067) were screened using teacher ratings on the Walker Problem Behavior Identification Checklist (WPBIC) for the purpose of developing groupings of deviant classroom behavior using behavioral assessment procedures and factor analytic techniques. Each S's ratings on the WPBIC were scored on five factors and subjected to profile analysis. Homogeneous groupings were established on the five behavioral dimensions: acting-out, social withdrawal, distractability, disturbed peer relationships, and immaturity. Correlations indicated that, with the exception of acting-out and distractability, there was little overlap among item clusters comprising the five factors. Sex difference was significant within each of the three grade levels; neither grade level effect nor interaction between grade level and sex was significant. Results suggested that teacher checklist ratings of student behavior are a valuable and relatively inexpensive method of identifying homogeneous groupings of classroom behavior. (KW)

ABSTRACT 50200

EC 05 0200 ED 069 095
Publ. Date Nov 71 126p.
Walker, Hill M. and Others
Components Analysis and Systematic Replication of a Treatment Model for Modifying Deviant Classroom Behavior. Report No. 5.
Oregon Univ., Eugene. Center for Research in the Behavioral Education of the Handicapped, Dept. of Special Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
7-0706

Descriptors: exceptional child research; behavior problems; behavior change; reinforcement; student behavior; class management; socially deviant behavior; emotionally disturbed

Three experiments concerned the modification of student behavior problems in the classroom. Experiment I analyzed the differential effects of three different treatments (token reinforcement, social reinforcement, cost contingency or negative reinforcement) in the modification of deviant behavior in an experimentally controlled classroom setting. Results showed that a treatment model consisting of social reinforcement, tokens, and cost contingency was very effective in modifying behavior. Token reinforcement produced the greatest increase in appropriate behavior, followed by cost contingency, social reinforcement, and change of setting. Cost contingency produced the most consistent and least variable behavior across all subjects. A substantial treatment effect was also associated with change in classroom setting, teachers, and instructional materials. Experiment II evaluated a teacher training procedure for facilitating post-treatment maintenance of appropriate behavior. Experiment III replicated the treatment model (token, social, and cost contingencies) on a second group of students with deviant classroom behavior. (KW)

ABSTRACT 50201

EC 05 0201 ED 069 096
Publ. Date May 72 61p.
Walker, Hill M.; Hops, Hyman
The Use of Group and Individual Reinforcement Contingencies in the Modification of Social Withdrawal. Report No. 6.
Oregon Univ., Eugene. Center for Research in the Behavioral Education of the Handicapped, Dept. of Special Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
7-0706

Descriptors: exceptional child research; withdrawal tendencies (psychology); socially maladjusted; behavior change; emotionally disturbed; positive reinforcement; peer relationship; interaction process analysis; socialization; social relations

Investigated was the effectiveness of various reinforcement contingencies in diminishing social withdrawal in children, which is defined in terms of low rates of social interaction. Ss were three socially withdrawn first and second graders in three different regular classes, as determined by scores on the Walker Problem Behavior Identification Checklist. A behavioral coding system was developed for observing and recording social interactions in the classroom. Following training of the withdrawn child in social interaction skills using a symbolic modeling procedure, the S was reinforced (earned points) when she got a peer to initiate to her in Experiment I; in Experiment II, the peer group was trained and then earned points for each initiation by the S to a peer; Experiment III was a combination of I and II. Results showed that individual token reinforcement, group token reinforcement, and a combination of individual and group reinforcement were all effective in increasing social interaction rate of withdrawn Ss, with the combined procedures in Experiment III producing the most dramatic changes in rate. (KW)

ABSTRACT 50388

EC 05 0388 ED 071 216
Publ. Date 72 52p.
Stuecher, Uwe
Tommy: A Treatment Study of An Autistic Child.
Council for Exceptional Children, Reston, Va.
EDRS not available
Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091 ($3.25).

Descriptors: exceptional child research; emotionally disturbed; autism; case studies; behavior change; psychotherapy; self care skills; emotional development

An 8-year-old hosptialized severely autistic boy was given up to 8 hours per day of therapy for 5 months in an attempt to establish a strong child-therapist affection relationship (which would serve as the basis for all other therapy) and to train the child through a behavior modification program. The teacher-therapist was a graduate student supervised by a hospital psychiatrist. Tommy's symptoms included inability to relate to people, self-imposed isolation, lack of reaction to auditory stimuli, lack of speech, hyperactivity, repetitious motions, feeding problems, and lack of toilet training and ability to dress himself. The first month of therapy was devoted to establishing physical contact and affection. Next, a behavior modification program was gradually introducted to teach personal, social, and academic skills. As a result of the one-to-one therapy, Tommy learned to speak about 70 words, became toilet trained, dressed himself, ate using utensils, learned to read and write numbers to 10 and about 20 words, improved his social skills, decreased his self isolation need, and lengthened his attention span. Emotional weaning (therapist's gradual withdrawal out of relationship) ended the therapy. (KW)

ABSTRACT 50397

EC 05 0397 ED N.A.
Publ. Date Nov 72 9p.
Gallagher, Patricia A.
Procedures for Developing Creativity in Emotionally Disturbed Children.
EDRS not available
Focus on Exceptional Children: V4 N6 P1-9 Nov 1972

Descriptors: exceptional child research; emotionally disturbed; elementary school students; creative development; divergent thinking; art; writing skills; dramatics; creativity research

Reported and evaluated were three studies which provided planned activities to encourage creativity and divergent thinking in emotionally disturbed children. The development of creativity is said to have been neglected by educators of the emotionally disturbed. In the first study 10 emotionally disturbed children were given 20 art lessons which stressed self expression and divergent thinking. Five of the lesson plans are included. Both primary and intermediate aged children showed significant improvement in test scores (Picture Construction Test) after the art lesson procedures, with the younger children showing the greater improvement. The second study evaluated the effects of 22 creative writing lessons on the test performance (Imaginative Stories Test) of a 10-year-old emotionally disturbed boy. Sample writing lessons are given. Significant improvement in test performance was demonstrated. In the third study seven emotionally disturbed boys were given 28 planned lessons in drama, writing, and art. Significant improvement was shown on the verbal form of the Torrance Tests of Creative Thinking. (DB)

ABSTRACT 50524

EC 05 0524 ED 071 249
Publ. Date 20 Jan 72 20p.
Watt, Norman F.
Personality Development in Public School Children. Final Report.
Massachusetts University, Amherst
Office of Education (DHEW), Washington, D. C. Bureau of Research
EDRS mf,hc
OEG-1-70-000052-0021(509)

Descriptors: exceptional child research; schizophrenia; behavior patterns; identification; personality development; emotionally disturbed; emotional adjustment; intellectual development; academic achievement; social relations; public schools

Investigators compared the emotional adjustment, intellectual functioning, scholastic performance, and social behavior of 54 children who became schizophrenic mental patients with that of 143 matched controls. The following conclusions were drawn: indications of potential schizophrenia include behavioral and emotional deviation in childhood, death of one's parent during childhood, serious organic handicap, declining mathematical ability in adolescence, and family conflict; behavioral deviations of preschizophrenics were obvious enough that teachers commented on them spontaneously in cumulative school records; behavioral differences did not appear prominently until adolescence; and behavioral deviations in preschizophrenic boys and girls differed as did their patterns of change. There was little evidence of either alienation or reversal in sex role adjustment for either gender. The preschizophrenics achieved lower overall IQ scores, but they did not differ from their own siblings in intelligence. Since patterns of mathematical deviancy were the same for boys and girls, it was concluded that a deficiency in mathematical skill was prodromal for both genders of the cognitive disruption that often characterizes schizophrenics. (Author/GW)

ABSTRACT 50552

EC 05 0552 ED N.A.
Publ. Date Apr 72 8p.
Brown, Lou and Others
Effects of Consequences on Production Rates of Trainable Retarded and Severely Emotionally Disturbed Students in a Public School Workshop.
EDRS not available
Education and Training of the Mentally Retarded: V7 N2 P74-81 Apr 1972

Descriptors: exceptional child research; trainable mentally handicapped; emotionally disturbed; job skills; behavior change; mentally handicapped; adolescents; young adults; reinforcement; workshops; public shools

Social praise, production charts, and money were used contingently to increase the production rates of 18 retarded and severly emotionally disturbed adolescents and young adults. Results indicated that the systematic manipulation of such consequences did result in differential increases in productivity. Three students reached production rates expected in competitive employment; six students reached production rates in the competitive sheltered workshop range; and nine students remained in the activity center range (10% of competitive production range). A statistical analysis of parts of data suggested that IQ scores were independent of average production rates. (Author/GW)

ABSTRACT 50713

EC 05 0713 ED N.A.
Publ. Date 72 122p.
Kok, J. F. W.
Structopathic Children. Part II, Results of Experimental Research of Structuring Group Therapy.
EDRS not available
International Scholarly Book Services, Inc., P. O. Box 4347, Portland, Oregon 97208 ($15.85).

Descriptors: exceptional child research; emotionally disturbed; behavior problems; hyperactivity; therapy; social psychology; group therapy; residential care; behavior change; structopathy

Reported was a study of structuring group play therapy of 53 children during 30 experimental sessions as a strategy for the treatment of the structopathic, emotionally disturbed, hyperkinetic child. The problem of evaluating the therapy sessions was presented in terms of questions such as what differences between the sthenic, chaotic, and asthenic sub-types of structopathy would be observed. Described was the measuring procedure and a rating scale system which included items such as tolerance-aggressiveness. Results of the therapy showed that structopathic children of the chaotic type differed from the other two sub-types in that they did not react positively to structuring group therapy. For sthenic or asthenic sub-types, structuring group therapy was said to foster behavior improvement such as growing independence. The sthenic child was found to develop a more independent ego function at a more rapid rate than the asthenic child. The effect of the therapeutic treatment on real life situations outside of the therapy sessions was observed. Behavior in the cottage group was reported to have improved for the sthenic and asthenic sub-types, but the improvement was less marked than that observed during the therapy situation. See EC 050 712 for the theoretical background of the study. (DB)

ABSTRACT 50714

EC 05 0714 ED N.A.
Publ. Date 72 194p.
Garber, Benjamin
Follow-Up Study of Hosptialized Adolescents.
EDRS not available
Brunner/Mazel Publishers, 64 University Place, New York, New York 10003 ($8.50).

Descriptors: exceptional child research; emotionally disturbed; adolescents; followup studies; institutionalized (persons); hospitalized children; hospitals; rehabilitation programs; psychiatry; psychiatric services; individual characteristics

Extensive followup data obtained in interviews and questionnaires were reported for 120 persons who were former adolescent inpatients at the Psychiatric and Psychosomatic Institute (P&PI) of Michael Reese Hospital (Chicago, Illinois) between 1958 and 1968. Reviewed were general followup literature on adolescent psychiatric patients as well as literature about the adolescent program at P&PI. Ss' functioning was assessed by means of the following criteria: separation from the nuclear family, establishment of interpersonal relationships with a firm sense of identity, development of moral standards, and choices about educational and vocational futures. The research design of the project combined the individual clinical approach of interviewing former patients and statistical analysis of data in hosptial records. The hospital population over the 10 year period was found to be quite homogeneous and to exhibit the following characteristics: 15 years old, usually Jewish, upper middle class, intact family, either an only child or from a sibship of two, a lengthy history of previous psychotherapy, and symptoms usually directed outward. Profile data showed that unimproved adoles-

cents were usually male, stayed in the hospital less than 6 months, were on some type of medication, and were uninvolved with other adolescents, the staff, and the program. In contrast, markedly improved adolescnets were found to have stayed in the hospital between 6 and 12 months, to have seldom been on medication, to have had parents in treatment, and to have engaged in marked involvement with the staff, the program, and other adolescents. Data showed 45 former patients in the high functioning group, 46 in the moderate functioning group, and 24 in the low functioning group. (GW)

ABSTRACT 50719

EC 05 0719 ED N.A.
Publ. Date 72 156p.
Carver, John N.; Carver, Nellie Enders
The Family of the Retarded Child.
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($12.00).

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; trainable mentally handicapped; mongolism; hyperactivity; parent attitudes; family attitudes; family problems; residential care; institutions; social attitudes; questionnaires

Reported were the family problems and reactions of 30 sets of parents upon discovering their child to be severely mentally handicapped, to sending him to a state training school, and to subsequent related experiences. All the children were in the same institution and all classified as middle or low grade severely retarded. Data were derived from an interview of 76 questions which dealt with social relationships and behavior within the immediate family, with close friends and relatives, and with neighbors and acquaintances in the community. The questionnaire and answers of one family were given. Mongolism, cerebral palsy, and brain damage were the most common clinical classifiations often complicated by hyperactivity and physical problems, with the inability to function adequately at home given as the common characteristic. Considered were the modifications of family life necessitated by the presence of the child in the home. Changes in family relationships, the helping roles of professionals and neighbors, and changes in social life and recreation patterns were discussed. The waiting period before institutionalization was said to have been characterized by ambivalent feelings and aggravated problems. Told were the events and feelings of commitment day, the later reactions of the families, and the early response of the child. The process of adjustment of the child to the school and the readjustment of the parents to the child's absence were described. Three case studies of families were given. In one fimily with six other children, the parents kept the child at home until her hyperactivity at 4 years of age and the birth of another child were seen to require the retarded child's institutionalization which was reported to result in a more satiffactory life for the entire family. (DB)

ABSTRACT 50731

EC 05 0731 ED N.A.
Publ. Date 73 245p.
Kozloff, Martin A.
Reaching the Autistic Child, A Parent Training Program.
EDRS not available
Research Press, 2612 North Mattis, Champaign, Illinois 61820 ($3.95).

Descriptors: exceptional child research; emotionally disturbed; autism; childhood; parent education; behavior change; behavior theories; operant conditioning; social psychology; socialization; case studies

Reported were the results of an experimental parent training program said to have taught four sets of parents to use behavior modification techniques to effect positive behavior change in their autistic children. The behavioral approach to autism was offered as an alternative to the medical model which was said to include both psychogenic and biogenic schools of thought. Presented were principles of operant conditioning and social exchange theory which were reported to have been the two behavioral approaches on which the training program was based. The parent training program was said to focus on socialization of the child in the family system by changing the behavior patterns of the parents thought to be relevant. During the pre-experimental phase of the study, data were gathered on the child, his problems, and the family. The experimental phase consisted of establishing a baseline of behavior and the parent training program which included initial laboratory training and a longer home training period. After instruction in exchange theory, the parents were trained in basic techniques of management such as the following: creating an effective teaching-learning environment, training the child in increased eye contact and constructive behavior, and a four stage speech training program. Methodology of the experiment included observations before, during, and after training and following the experimental partial reversal of training effects. The training program and progress of each of the four children is given. Luke, a 7 year old boy was seen to engage in bizarre disruptive behavior and little constructive behavior, have no words, and show signs of autistic aloneness. After 11 months of training negative behavior was reported to have sharply reduced in frequency and positive activity and speech to have increased in frequency. (DB)

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